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JUNIOR COLLEGE JOURNAL

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Number 1

First Impressions of the Boston Convention

ELLVERT H. HIMES

IT has been said that first impressions are often the best. This writer, who traveled 6,000 miles to Boston and return, found much agreement with this statement in comparing first attendance at the Thirty-second Annual Convention of the American Association of Junior Colleges with other national conventions.

No more fitting climax to a year of school activity, as well as a highly stimulating incentive and challenge for the future, could have been furnished an educator. The convention locale significantly afforded a rich opportunity for an introduction to and speaking acquaintance with the birthplace of the Republic. Imaginations were quickened, new first-hand facts were learned, and fuller appreciations were obtained regarding the great freedoms that constitute American heritage.

The host group of national officers and the New England Junior College Council seemed to reflect a justifiable pride in their successful efforts to elevate the conference sessions and entertainment above the routine and the ordinary. From the delightful and refreshing opening reception to the parting

expressions of appreciation on the last day, every attention seemed personalized and cordial to an unusual degree. A certain close fellowship was developed early, and throughout the convention, greetings and conversation were hearty and free.

The poetry in the challenge of the theme of the convention was well chosen. Rarely indeed has there been a convention theme so appropriately interwoven with the time, the place, the occasion, the personnel, and the purposes of the gathering. The entire last verse of "The Present Crisis" by James Russell Lowell, printed in the *Boston Courier* in December of 1848, from which the theme was taken, becomes significantly challenging and impressive as it is read and reread.

The professional meetings, whether at meals or in discussion groups, were unusually rewarding. From the expressions of experience and opinion of the speakers and group discussants, in which a new term "dimension" was frequently applied, to the closing convention analysis, sincere interest and close attention were highly demonstrated. This was especially evi-

denced by avid note-taking and repeated requests for speeches in full written context.

The convention was also singular from the standpoint of participation and participants. From a register exceeding three hundred delegates, more than two-thirds were listed on the official program for a particular activity. The method of conducting the various discussion groups approached very closely recognized group dynamics procedures and thus provided ample evidence for assuming one hundred per cent participation. Sparked by nationally recognized educators serving as resource persons, advisors, and inspirational contributors, the discussion groups were helpful and stimulating. The diligence of the recorders was especially commendable, thereby aiding materially in the analysis and critical summary of group activity presented by Dr. Francis H. Horn.

Boston and the convention were both impressive. There was a

notable lack of discrimination too often found at conventions; teachers and administrators, private school and public school representatives seemed more on a par and were received and treated as individuals with a contribution. Speeches were well timed and appropriate, in excellent physical accommodations. Provisions for wives, guests, and delegates for convention and extra-convention activity heightened the pleasant stay.

Although there are always opportunities for profitable attention to some details of organization and execution with an eye toward improvement, the first impressions of this conferee were very favorable and stimulating. Perhaps most favorable of all was the incentive provided to want to go to Dallas next year and encourage and urge others to share the exhilarations of a national convention of the American Association of Junior Colleges.

President's Address

DOROTHY M. BELL

IN these opening remarks of our annual convention, I am impelled to voice certain long-held personal convictions relative to education which it seems to me are underscored by the theme which has been chosen for this meeting and which is printed in the front of the program. These closing lines written so prophetically by James Russell Lowell in 1848 in the then "Present Crisis" are equally meaningful 104 years later in the sustained crisis of our own time.

None will deny that the business of education is to instruct: our job is to build, our material is human beings. Or to phrase it in Addison's words written in *The Spectator*: "What sculpture is to a block of marble, education is to the soul." Professionals in education may differ regarding "what, how, who, when, where." Formal education once restricted to privileged classes is now required of all; once confined to the humanities and theology, it now includes professions, vocations, and technical skills; once centered in the growing child, it may now embrace any and every age of the adult. All this diversity, however, is secondary, for the business of education remains the same, to teach.

This being so, our task would at first glance appear to be reasonably simple. Once equipped with whatever knowledge is needed for our particular sphere of education-

al activity, the pattern of our life's task would seem to be firmly established. And too many times the pattern is *too* firmly established as we slip unaware from the vigor of youth into the backwater eddies of middle age. "We are faced," says Bertrand Russell in one of his skeptical moments, "with the paradoxical fact that education has become one of the chief obstacles to intelligence and freedom of thought."

It was paralysis such as this against which Lowell importuned when he wrote, "New occasions teach new duties." For life has never stood still in this world. There is neither standing still nor turning back to eras which have passed. Change alone is permanent.

Thus, not fixed conclusions but continuous evaluation and reinterpretation are the tools which education needs, especially in critical times. A generation ago when life moved at a slower pace, B.A.A. (Before the Atomic Age) and B.I. (Before Inflation), we had an abundance of time and plenty of domestic help; we had the World Court at the Hague to settle our international disputes; and there was the peaceful relaxation of declining years to which to look forward. The educational objective under which so many of us grew up in that halcyon time was "to learn how to use our leisure time."

It came as a shock two years ago to hear one of the bright, progressive voices of those far-off days still declaiming the same objective for the 1950's. For in these days with what surety can we look forward to a tranquil old age? What is leisure time today? Moreover, what justification do we have for preserving that passive kind of leisure?

Our first duty in education, therefore, must be constant, correct appraisal—as nearly correct as mortals may be—of the means with which we instruct and the revision or assumption of duties toward those entrusted to our charge in the light of such evaluation.

It was Horace writing in the first century B.C. who, with great practicality, advised: "The heart that hopes in adversity and fears in prosperity is well prepared for either lot." So too James Russell Lowell in his final line, "Nor attempt the Future's portal with the Past's blood-rusted key."

It is trite to repeat that all learning is accompanied by some pain. But in education we have painfully learned that for our century at least one of the primary functions of education is to serve as the handmaid of political ways of life. We have witnessed and continue to witness the conquest and enslavement of all forms of education by enslaving systems of government. Among the basic tools of totalitarian systems are party-trained educational personnel and warped educational purposes.

It behooves us, then, to weigh carefully the relation of education to our own way of life and its eventual destiny. If educational programs are of value to enslaving oligarchic and autocratic systems, how infinitely more vital must they be to that government which is of the *people*, by the *people*, for the *people*. The objective of education is the development of the individual. However, when education is linked to government, then its objective becomes the development of the individual for the betterment of the political system. To this extent and no further, education's objective in totalitarian and democratic systems alike is identical.

Under totalitarianism, a carefully indoctrinated and manipulated faculty instills certain carefully prepared facts and concepts into individuals whose destiny is metamorphosis into a mass, obedient to the leader's dictates. In a democracy, an equally carefully but self-prepared faculty and administration seek to impart a maximum of established facts to individuals in order that they may both understand and act with responsibility, separately as well as collectively.

In a recent church calendar, I came across this bit of philosophy: "One does not say to a crocodile, 'Now be a crocodile.' It can't be anything else! One does say to a man, 'Now be a man.' Why?" This may well be paraphrased to read, "One does not say to a 'citi-

zen' of a so-called people's democracy, 'Now be a people's citizen.' He can't be anything else! One can say to a citizen of a Western democracy, 'Now be a citizen.' Why?"

Education in totalitarian systems is marked by two characteristics: standardization and rigidity; whereas in democracy education is both diverse and flexible. The path of the latter, however, lies squarely between its own Scylla and Charybdis.

On the one hand, democratic education must carefully avoid the dangers of too great separatism, the centrifugal force which through 3,000 years has prevented Greece, the mother of democratic states, from herself successfully becoming a democracy. To our credit in education we have lately observed this danger. When President Lowell's free electives program at Harvard, which broke the standardization of the classical pattern, at length achieved the ultimate by eliminating all common ground, we began to retract to a sensible balance with areas of general education for all.

On the other hand, there are the dangers of over-standardization. We are beset with steadily rising costs and with an almost run-away growth in population, with consequent serious shortages of qualified personnel. As a result, the assembly lines of industry with their concomitant standardizing of material products, brought to perfection through a half century's experience, are invading the areas of

human living, including education. Already enormous institutions are growing larger in numbers, not always in effectiveness of purpose. Wider and wider community groups are seeking to pool their children into regional high and even elementary schools. It is not difficult to foresee regional kindergartens or even nursery schools, though the thought is a horrendous one. For what we save in costs and duplication we well may be losing in time and consideration for the individual whose personal development remains our first concern.

Let me cite only one or two examples. Recently the president of one of New York City's large educational institutions felt moved to point out the development over the past eleven years of effective personal services for the students of the college. The report in the *New York Times* continues:

The solution was to establish a Student Life Department . . . The program began with a counseling service in the evening session. A "Freshman hour's" series was inaugurated during which the students received information on the college's resources, student organization, mental hygiene and physical development, and the budgeting of time.

Next a vocational counselor was added . . . Before long the college's testing and psychological guidance service and placement bureau were expanded and added to the rapidly growing Student Life Department as was the House Plan . . . Today the Student Life Department has a staff of 27 full-time faculty members who are professionally trained in guidance and personnel work. Through them the college's 30,000 students may get advice and counsel on personal problems.

I would be among the first to applaud what he had done in making available competent counseling in such essential services. What appalls me is the glib way with which we have come to accept the designation of such services as "personal." True, the meaning of personal as particular or peculiar to one individual is met to the degree that each student needing assistance is interviewed individually. But how can the service rendered be truly personal when the potential ratio of expert to interviewee is more than one thousand to one? Can any expert, no matter how conscientious, ever have enough time to come to know so many so well and be so resourceful as to suggest so many personal solutions? No wonder we in America tend to classify people and their problems as cases, or as the non-existent Mr. Average American with an average income, an average family of so many and a half children, living in an average home of so many and a fraction rooms, in an average town in an average part of the country.

Early in World War II, to save money and time and space and personnel, we built in Washington that architectural marvel and monster, the Pentagon. A decade later we find ourselves confronted with the Pentagon's steamroller power. We accept as commonplace such phrases as "the Pentagon frame-of-mind," "Pentagon thinking," and the like. In ten short years in one of the most necessary and

powerful departments of our national life we have created a standardization of pattern which is at times foreboding, to say the least. For exactly as we achieve uniformity, we lose the particular, and the people become the mass.

Each generation takes for granted that which is handed down to it and fights hardest for that which it most clearly perceives it does not have. In our preoccupation with the material enhancements of living, we have tended to place emphasis on learning how to make a living rather than on learning how to live. In recent years we have most clearly perceived increasing threats to our material and physical security. Step by step education has become more engrossed with material and less and less with spiritual objectives. As we give up our material advantages one by one and face the possible loss of many others, our spiritual poverty becomes more obvious. Does not this in large measure account for internal frictions, struggles for control and power, widespread corruption, loss of faith in our fellowmen and in ourselves, and our rubber attitudes toward laws and obligations? Whose job is it to fight with all available strength the surging tide of cynicism now swirling about our feet? Surely more than to any other group it belongs to those whose business is to instruct. Surely there is nobility in the practicing of medicine whose function is the healing of others. How much great-

er then the nobility of education whose task is the teaching of others, above all in a democracy where those who are taught become in time those who will govern. The business of education is more than a job, it is a calling, a consecration, if you will, of one's self to one's fellowmen of the present and of the future.

It is no less for us than for his own generation that Lowell warned, "Time makes ancient good uncouth." For in our preoccupation with material and technological achievements, we sometimes forget that not knowledge but wisdom is the key to life. We often fail to remember that it was high resolves and the spiritual forces of faith, honor, goodness, dedication of self which brought into being our American way of life. Unless we regain these same spiritual values, we stand to lose the freedoms which we so painlessly inherited.

Learned Hand, our foremost living judicial figure, has defined

the spirit of liberty this way:

The spirit of liberty is the spirit which is not too sure that it is right; the spirit of liberty is the spirit which seeks to understand the minds of other men and women; the spirit of liberty is the spirit which weighs their interests alongside its own without bias; the spirit of liberty remembers that not even a sparrow falls to earth unheeded.

I should like to rewrite this definition for us in education:

The spirit of education is the spirit which is not sure that it is permanently right; the spirit of education is the spirit which seeks to understand the needs of the times and those for whose right development it is responsible; the spirit of education is the spirit which weighs their interests and their future alongside its own without bias; the spirit of education remembers that no individual's needs should go unheeded.

Let me close with the theme of this convention:

New occasions teach new duties; Time makes ancient good uncouth;
They must upward still, and onward,
who would keep abreast of Truth;
Lo, before us gleam the campfires! we ourselves must Pilgrims be,
Launch our Mayflower, and steer boldly
through the desperate winter sea,
Nor attempt the Future's portal with
the Past's blood-rusted key.

The Chances For Peace

ERWIN C. CANHAM

WE all want to know the chances for peace. Nobody can be sure of the answer. My own conclusion, based on the concrete points I shall discuss, is that we have a very real chance to prevent war but that we face a protracted period of uncertainty, calling for the utmost national and international alertness, calm, common sense, mutual tolerance, sacrifice, and an awakening to the basic spiritual values upon which survival depends. The worst mistake of all is to assume fatalistically that war is inevitable. Our destiny can be in our hands, under God, and we are not the helpless prisoners of events.

Let us first ask whether time is now working for us, or for the Communists. To answer that question, let us try to strike a current balance sheet of the cold war. What, during the last five years, have the Communists tried most vigorously to prevent? I submit the following list:

1. *Rearmament of the West.* This is the most direct reply to Moscow and its satellites. It is steadily and effectively coming into being. It is the strongest possible physical answer to communism's world purposes. It is the barricade, albeit temporary, behind which the true foundations of peace can be laid. Rearmament is the greatest single defeat suffered by Moscow.

2. *The North Atlantic Alliance.* This firm defensive alliance is the

outward expression and commitment of the West against communism's aggressive threats. It is a continuing fact and offers machinery through which the nations' determination to resist communism can be implemented. It is of the utmost potential importance.

3. *The Pacific Alliance and the Restoration of Japan.* We have partly equalled in the Pacific the achievement of the North Atlantic Alliance. More important, we have kept Japan out of the arms of communism and have reached the point where it can become a powerful ally against communism and a peaceful, progressive force. These results are not yet certain, but we are on our way.

4. *West German Republic.* We have kept part of Germany out of communist hands and have brought into being a pro-democratic state which can progress toward self-defense and economic restoration just as fast as these steps can be safeguarded against resurgent militarism. Germany and Japan are the two greatest prizes communism could have hoped to win, by virtue of their great industrial and technological power. We have prevented these victories.

5. *Defense of Berlin.* The heroic and effective Berlin air lift plus more recent firmness in the face of Russian pressure have prevented the fall of Berlin, which is a deep entry point in communism's flank

and a bastion of freedom. Its significance as a show window of democracy in the midst of tyranny is very great.

6. *Economic Recovery.* The Marshall Plan may not have made sure and positive the economic strength of the West, but it has certainly done a great deal. At the very least, it has prevented collapse of the West and thus has been an effective barricade against communism. It has prevented what the men in the Kremlin confidently expected: prostration and chaos in western Europe.

7. *Independent Yugoslavia.* Tito's breach in the united front of world communism probably distresses Moscow as much as any other factor. We cannot claim credit for it although we are effectively helping Tito remain independent. We need not overlook or excuse the fact that he and his country are communist to welcome this break between allies, for where there has been one break there could be others.

8. *Pro-Allied Greece and Turkey.* One of Russia's first postwar objectives was to capture Greece, intimidate Turkey, and thus dominate the western Mediterranean and Europe's highway to the East. The defense of Greece and Turkey was one of our first great successes in the cold war, and it remains of major importance.

9. *Weakening of Communist Parties throughout Europe.* All the evidence is that communism

is substantially weaker nearly everywhere than it was in 1946. There are still major dangers—big minority parties—in France and Italy, but serious dangers have been averted and the tide is running in the right direction.

10. *Resistance in Korea.* At the very least, we prevented communism from achieving an easy victory in Korea. At the most, we took the stand which may have altered all postwar history and established the effective possibility of collective security. But much depends on future events in Korea before we add up the score. The warning we have had, the experience we have gained are of greatest value.

11. *Revision of UN Procedures Virtually Eliminating the Veto.* The strengthening of the UN Assembly so as to get around the Big Power veto in the Security Council may make the UN a valuable, powerful piece of machinery. At least, a major flaw has been nullified.

12. *Stiffening Resistance to Communism in Indochina, Indonesia, Malaya, Philippines.* South-east Asia is a very rich prize, in some ways more valuable than Korea. We are far more able to hold it today than a year ago. It was obviously on the communist timetable for early conquest. Now the chances for successful defense are great.

13. *Economic Strength of the United States.* The Kremlin al-

ways insisted our economy would collapse. It has not—though our inflationary problems are great—and we are producing more today than ever before in peacetime. The American economy remains the principal anchor to anti-communist power.

14. *Unrest in Communist States.* There is much evidence that only the most rigid and merciless of police controls and repression hold the satellite states in line and keep the Russian people disciplined. Evidently this incipient unrest is growing steadily and is a powerful deterrent to war by the Soviet Union.

Against these successes of the West must be listed one gigantic and tragic failure: the loss of China. The fall of Chiang Kai-shek on the Asiatic mainland and riveting of communist shackles on the people of China is a great historic setback. It is our principal post-war defeat.

There should also be listed a number of serious troubles which are largely brought on by our own confusion, inaction, or ineffectiveness. Possibly the loss of China should be added to this list too. But I also refer to:

1. *U.S. Inflation.* We have made our rearmament task infinitely more difficult and costly and have put our economy under grave strain by not curbing inflation. Bernard M. Baruch and others who are hardly to be described as New Dealers or Socialists warned us

that only firm and extensive controls—however much we may deplore them—could prevent the tragedy of inflation. We were unwilling to go far enough in the direction of control, largely because—with much reason—we distrusted a too-powerful federal government. It was, of course, not possible to avoid inflation by greater freedom since the task of building armaments took too many goods out of consumer supply while adding to purchasing power. The situation would only be met by steps we were unwilling to take, and now we are paying the price. The dangers of too great control would also have entailed a tragically high price.

2. *U.S. Political Confusion and Bitterness.* As we approach the twentieth year of national control of one political party, the atmosphere naturally becomes embittered, weary, and muddled. Neither the administration nor the opposition, in my opinion, has presented an effective and convincing program to the people. Both parties are deeply divided within themselves. Moreover, we face—rare in modern American experience—the problem of treason through communist infiltration. This appalling fact has opened the door to reckless charges, character assassination, and political abuse. We have also had a decline in public morals, the corrosive effect of graft and corruption, and petty as well as major crime. All these things are very damaging to our strength and

sanity. They are major assets for communism.

3. *Dangers in Iran.* Through ineffectiveness, communist action, and the heritage of selfish imperialism, we have reached a major crisis in the heart of the world's richest petroleum reserves. Whether we can rectify the mistakes of the past and restore a good position in Iran, as well as other Mid-Eastern countries, remains to be seen. This is a big job of unfinished business.

4. *Unrest through the Arab World.* Part of this same picture is the chaos which threatens to become greater at any time throughout the Arab world. From Cairo to Iran these ancient lands are in danger of governmental collapse. Many of the Mid-Eastern peoples desperately need the advantages of modern technology. Many of them are among the most needy have-nots of the globe. They are bitterly resentful. The establishment of Israel enhanced the bitterness. The Arab grievances are many, and must somehow be healed if they are to go forward in the orbit of the free, democratic world.

These are a few of the items which can be listed in a balance sheet of the cold war. They add up to the conclusion that communism has failed on a score of fronts, has succeeded only on a few. I believe there is every reason to feel that time is now working on our side, and will increasingly do so in the future unless we make

foolish mistakes. Had the Russians been willing to or determined to make total war on the West, surely they would have done so long before now. At least, that seems a reasonable deduction from the evidence. But none of us can confidently estimate the factors which might run through the thinking of the men of the Kremlin.

Consider, however, the alternatives for them: on the one hand is a very problematical war, possibly a suicidal risk. On the other hand is a type of coexistence and consolidation within their own territories which might lead to great stability and strength, though not to aggression and conquest. They have rich areas under their control, and if they concentrated on peaceful internal development, they might count on a rich and profitable future. Indeed, they might calculate that their world purposes are better to be achieved through internal development and disarming soft words than through the obvious failures of their past truculence.

In sum, this balance-sheet summary reveals that in a very exact sense it may be said that the anti-communist forces have won the cold war but that this is far from enough to ensure peace. As our armament grows stronger, as the Western alliance becomes more organic and effective, the need is to turn the emphasis to more fundamental guarantees of peace. These rest, first and foremost, on a better understanding of America's role

in the world, by Americans and by citizens of other lands alike. The massive misunderstanding of the United States in the Arab world and in much of Asia is a danger signal.

Americans must make clearer to other nations and peoples the fact that our significance does not rest on militarism or materialism but upon a better concept of man in his relationship to the state and to the spiritual values on which true stability rests. We need a declaration of moral purposes. I have urged that President Truman call together a commission of the ten most representative and respected Americans. These men and women, it seems to me, should draft a declaration of moral purposes directed—at this particular time—to the people of the Middle East but applicable to all people. Our commitment to the principle of self-government and free government of all mankind should be emphasized. Our freedom from imperialist ambitions should be affirmed. Our genuine and deep-seated good will toward the aspirations and hopes of others should be declared. Our willingness to help them help themselves should be made plain.

The intent and purpose of the world alliance against communism is freedom for all. This is a moral purpose, rising out of the long history of man's struggle toward higher things. It is liberating and revolutionary in the high and traditional sense of that word. This is

America's commitment and meaning to mankind, but we must proclaim it clearly and concretely, and we must prove it in action if we are not to lose the crucial battle for the minds of men. Supported by the physical fact of rearmament, we need to wage this war on the new-old front. We can win it, but we have scarcely begun to fight.

For the long-range future, the United States and its friends in the world must achieve still greater successes. All that has come about in the past five years is on a rather temporary basis. It is shored up by armaments and by physical power alone. These are needful in a troubled world, but they are not the basis of true and lasting peace. That can only be achieved in the hearts and minds of men.

We must set ourselves toward the ever new, ever old task of spiritual awakening and more adequate living of the truths we know. This is a very practical and concrete policy. For communism's chief weapon is its insidious penetration into the thinking of mankind and its promises of better things expressed to the hungry and homeless of the world. We must prove to mankind not simply that communism's promises are specious but that the free system offers an effective and potent way for all peoples to go forward.

We must remember, likewise, that much which we cherish is an inheritance we have had from other peoples and other cultures and set ourselves anew to the humble task

of learning from others as well as teaching them. We must avoid the vice of national egotism. It is difficult to measure our material achievements against the cultural or subjective achievements of some other outwardly backward peoples. Each has his part to contribute.

Our main task, however, is to live and to project to others the spiritual values which are the true heritage and glory of the free way. We need a purification of our own ethical standards, an awakening to earlier and sterner obligations, a reaffirmation of man's individual responsibilities to himself and to the community. He it is who owes the community, the community does not owe him.

Possibly a great voice, akin to Abraham Lincoln, will come to say these true things so that all may hear and think through for themselves their duty to society. But I doubt it. I believe the awakening must come from within, and that the crisis of our time is not a crisis of leadership but of individual thinking. The truth is here and has been here for a long time: the truth as found in our religious

teachings and their application in daily living.

Awakening is what we need. Let us seek, each for himself, to come alive and then to share with our brother man the dynamic power of conscious service. This kind of awakening could sweep away all the cobwebs of communism with the clean, fresh air of our historic experience, our heritage, and our future potential. If enough of us see and act on these principles, there need be no war, and we can find our way through the uncertainties and earthquakes of our time with the compass of ancient truth in our hand. This is the practical program which can supplement the steps we have taken in these latter years to contain and to defeat communism. Those steps are important: the outlook need not discourage us. Armaments are not enough, material well-being is not enough. An understanding of the significance of individual man, living in a free community, accepting his responsibilities under God can save the world. This is a precise and tangible program for each one of us.

Citizenship Education in the Armed Forces

GLYN JONES

I AM deeply honored to have the privilege of considering with you the important question of citizenship education in the armed forces. My presence here is an indication of your interest in the matter. I hope I can convey to you the seriousness with which the services are approaching the issue and describe to you some of the interesting developments which are taking place in the field of citizenship education among men in uniform. The opinions which I express are my own. They do not represent the official policy of the navy department nor do they necessarily reflect the views held within the service at large.

To provide some perspective for our thought, it may be well to recall what service life was like a century ago. In general, the armed forces did not offer an attractive career to the young men of that day. Discipline was severe and brutalizing. Men were flogged for trivial offenses. Drunkenness was an accepted vice. The debauchery of the enlisted man was believed to be a natural and inevitable consequence of military and naval life. The grog ration was considered to be a keystone of military society. Sexual promiscuity was thought to be an unavoidable accompaniment of armies and navies.

Because most native Americans refused to enter such a profession, the ranks of the army and navy

for many years following the Civil War were filled from the hordes of immigrants then pouring into the country. Many of these men were illiterate, and few of them had any acquaintance with American institutions. Many of them never learned to speak more than a few words in English. Although they posed a problem of assimilation, it must be said to their credit that, for the most part, these men served their adopted country faithfully.

I am proud to say that the chaplains of the forces played substantial roles in reforming the abuses under which the services suffered. As far back as the 1840's a navy chaplain succeeded in persuading the Secretary of the Navy that naval officers should be educated in a professional school. This chaplain served as the officer-in-charge of the first Naval Academy. Chaplains were instrumental in procuring the abolition of flogging and the rum ration. These reforms were supported and put into effect by enlightened officers, but only the flogging issue gathered behind itself any force of public opinion. For the most part, the American public remained aloof from their armed services, regarding them with traditional suspicion and content to leave them to solve their own internal problems.

The reforms were only the beginning of a movement which still continues in the services. Grow-

ing interest in the welfare of servicemen has resulted in positive steps toward enrichment of their off-duty hours. An active and effective recreation program was created. A simple training program has expanded into the present vast structure of service schools. Correspondence courses for high school and college credit were organized. The creation of the Army and Navy Relief Societies marked the advent of professional social work in the armed services.

Public interest in citizenship education in the armed forces did not find expression until World War II. The American people quickly realized that the mass induction of our youth into the services had large social implications. Our young people were uprooted from the society in which they lived, were removed from the restraints and supports offered by such institutions as the home, the school, and the church, and were transplanted into a new society. In the services they were clothed in the anonymity of the uniform and were able for the first time to do things without regard for the opinions of neighbors, pastors, teachers, or parents. For a time, at least, these young people had slipped their social moorings and were on their own.

Many Americans were further concerned about the exposure of our youth to an authoritarian system of control exercised by a hierarchical society. It was a bewildering paradox that the fight against

fascism required the recruitment of our youth into such a system. It seemed increasingly important that steps be taken to conserve among our young people the values and standards avowed by our citizenry. Consequently, the armed services were faced with pressure from many sources to organize and conduct education for citizenship. Clergymen wanted to safeguard the moral life of our servicemen. Teachers and lawyers wanted the men to understand the "meaning of democracy." Patriotic organizations wanted the services to teach patriotism, and multitudes of other citizens wanted our soldiers and sailors to "know what they were fighting for."

In the meantime, the armed forces were facing new problems created by the draft. Time was when the army and navy accepted for enlistment only men who met certain minimal standards. Those standards deteriorated rapidly in the war situation. The services then had to accept thousands of illiterates, many men from sub-marginal social levels, and personnel with other limitations. Some of these people lacked the basic skills requisite to usefulness in the service. Others did not have the moral and social attitudes which provide proper motivation. These personnel posed problems of all kinds vastly out of proportion to their number. For better or for worse, it became the task of the armed services to correct their deficiencies. In a large measure, this meant

that the services would have to make up, so far as could be done, for the failure of our civilian institutions toward these young people.

It is not within the scope of this discussion to analyze the failures in our society revealed by the draft. It is important, however, to remember that thousands of young people represented failures in citizenship training by those institutions which have a prior obligation in that field even to the armed forces, namely, the home, the school, the church, local governments, and in many cases, state governments.

So that we may in some measure understand the magnitude of the problem which confronts the services, let me cite only the comparative failure in my own field, religion. The vast difference between Athenian and American democracies is ultimately traceable to the presence here of the Hebrew-Christian moral tradition. Outside that tradition no one has ever conceived of "unalienable rights." Yet almost fifty per cent of the men who enter the Marine Corps Recruit Depot at Parris Island are without roots in that tradition. These men are not grounded in the basic moral faith which undergirds and informs our way of life. A short course in civics is not going to overcome that deficiency. We know how readily a democratic political mechanism can be subverted by those who acknowledge no ultimate moral obligation. Hitler so subverted the Weimar Republic

—and he did it legally and by democratic process. The extent and significance of the failure of the churches are staggering. Yet organized religion is only one of the several institutions which have failed.

We find today, then, that we have learned a number of things from recent history. We know, for example, something about the extent of our failure in citizenship education. We find the armed forces culminating a half century of steady progress in improving the status of their officers and men, a period during which they have to a laudable degree hewed to the methods and objectives of our way of life. Furthermore, we know that our armed services are thoroughly committed to their responsibility for joining the other institutions of our democratic society in the task of citizenship education.

That commitment has taken place in the face of some notable handicaps. For example, our armed forces are now preoccupied with specifically military missions of such a character and size as to require all their time, money, and manpower. The small contingent of regulars is augmented by reserves and draftees who serve only twenty-four months. Within that time the services must turn civilians into military technicians and obtain from them some constructive service. This must be done while we are guarding the borders of Western Europe on the one hand

and on the other fighting a war of the dimensions of our Civil War at a distance of 7,000 miles from our home base. Furthermore, these missions are predicated upon the existence of a virile, well-informed citizenry and do not normally contemplate the creation of such a citizenry as being a function of the armed services.

There also exists in this country a traditional suspicion of the armed services, particularly when they invade areas considered sacred to other institutions of our society. Most military men of my acquaintance understand and approve of this traditional suspicion, and the history of this country, with its freedom from Praetorian Guards and palace revolutions, amply proves that our forces have understood and abided by their position in the American scheme of things. This attitude constitutes a considerable psychological handicap to the services, however, when they enter into such a field as citizenship education. Some opponents of Universal Military Training, for example, have clearly expressed the traditional fear of any system which exposes the youth of the country to regular indoctrination by the military power. Benjamin Fine, in his excellent *New York Times* articles on the Information and Education program, advances the opinion that most commanding officers lack enthusiasm for the program. Without concurring in his opinion, I submit nevertheless that it is difficult to muster enthu-

siasm for a program whose mere existence is evocative of criticism.

In spite of these handicaps, it seems to me that the responsible authorities on all levels have accepted their obligations toward citizenship education. The services have considerable solid accomplishment to their credit in this field and are in the process of taking even more interesting and promising forward steps.

Perhaps the greatest present accomplishment of the armed services in this field has been incidental. It is the broadening of mind and experience which a man receives from a tour of duty in one of the services. To begin with, any young man inducted into service becomes aware of another dimension of life, what we may call the "national" dimension. This happens whether or not he is content with his lot. He also is acutely aware that he is serving his country in a certain ultimate sense—in a sense which may involve the loss of his life. These experiences mature a man quickly. Our young man's sectional provincialism and racial superstitions find it hard to survive in a society which values a man according to his competence rather than his color. He learns skills in service schools which are distinct economic assets when he returns to civilian life. It speaks well for our service schools, if not for our warlike character as a nation, that about half of the men who enlist in the services do so "in order to learn a trade." And our young

man may have to take responsibility for the performance of other men, with the resulting opportunity to learn the art of leadership.

Nor are the services content with incidental gains in the process of citizenship education. They are embarked upon several programs, in varying stages of development, which show considerable promise. They are fully aware of the importance of developing programs which are in accordance with traditional American methods and objectives. A recent navy department publication quoted the eminent jurist Learned Hand: "Liberty lies in the hearts of men and women; when it dies there, no law or court can ever do much to help it." In a fundamental sense these words are text for what the services are doing in citizenship education. Any kind of teaching on a mass scale carries with it a dangerous tendency to rest at indoctrination and to evade the more difficult and profound matter of education. It is easy indeed to spoon-feed our men the currently correct doctrine and to feel that we have been successful when they can repeat the doctrine back to us. Citizenship education for Americans does not have as its goal a citizenry which is doctrinally correct. The armed services have chosen the more difficult objective, which is the development within our men of stable character, intellectual independence, and moral integrity. Instead of producing robots conditioned to doctrine, the

armed forces are trying to educate—to lead out of our men their inherent intellectual and moral capacities.

The basic ten-hour citizenship course in which every navy recruit must participate illustrates the care which is being taken in this direction. Because there were no citizenship courses on the market when this training was integrated into the recruit curriculum in 1947, the navy undertook to have one prepared. A basic text, the "Your America" series, was prepared in ten installments. Films, charts, transcriptions, and other aids were used to supplement the program, which at that time consisted largely of lectures.

The navy was not satisfied with the course and continued to experiment. In 1950 the navy accepted the proffer by General Eisenhower of the resources of the "Citizen Education Project" of Columbia University. The Project had developed a series of laboratory exercises for teaching the principles and attitudes necessary for citizenship in a democratic republic. The Armed Forces Information and Education Division of the Department of Defense served as the coordinating agency for all the services and assigned personnel from all services to duty with the Project.

The result of the Columbia collaboration is a citizenship course used by all the services and entitled, "Hours of Freedom." Still occupying ten hours in the Recruit

Training Schedule, the "Freedom Hours" follow a general pattern. They begin with a short introduction by the instructor. This is usually followed by a "stimulator" designed to gain attention and to provoke thought about one or more of the basic concepts of democracy. The best-known of the stimulators is a series of two pictures which show a truck coming down a steep hill upon a little child lying in the road. In one picture the truck is empty, in the other loaded with troops. The brakes of the truck have failed and in each picture the driver is faced with the alternative of running over the child or driving the truck over the cliff. This stimulator begins consideration of the subject, "The Worth of the Individual."

After the stimulator, the class breaks up into small groups to discuss or debate the question. Near the end of the hour the men reassemble, report group decisions, discuss the situation further, and listen to a brief summary by the instructor. One of the most successful "Freedom Hours," for example, deals with the meeting of a draft board. At the beginning of the presentation, the recruits listen to four brief pleas in the interests of the manpower needs of the armed services, the requirements of agriculture and industry, and the importance of higher education. The class then breaks up into "draft board" committees which must draft six men from industry, agriculture, and education out of ten

candidates. After each group has selected its draftees and defended its choices before the class, the men discuss the democratic and moral principles involved in the actions of a draft board.

The stress is not on superimposing doctrine or principle on the personality; the emphasis is not on indoctrination. Rather, we find the method to be discovery through experience, the process to be leading out of the men their inherent capacities for democratic thought and action. The objective is not the dissemination of correct doctrine but the development of personality.

The same emphasis is found in another program, this one developed by the Navy Chaplain Corps. Organized on the authority of an order by the Secretary of Defense entitled, "The Protection of Moral Standards," this program is founded on the premise that the navy is not a morally neutral institution but that, on the contrary, the service fights for and lives by the moral code professed by the American people. The naval service conceives that it has an obligation to the American people to take every step possible to conserve the moral resources of the Republic, especially as those resources are embodied in the young people entrusted to our care. Departure from the accepted moral standard is a disciplinary offense in the service, and it is conceived that the power to discipline implies the obligation to educate.

The character guidance program is predicated on the assumption that Western democracy is rooted in the moral insights of the Hebrew-Christian tradition. The objective of that program is to give the serviceman an experienced understanding of that tradition and an intellectual orientation to the historical formulations of that way of life. Like the "Freedom Hours," this program works at the level of attitude and motivation and seeks to assist the serviceman to realize his capacity to think and act as a moral being and consequently to achieve moral maturity.

Whereas the "Freedom Hours" are presently restricted to Recruit Training activities, the character guidance program is a required part of the training of all the personnel in all the services. This program, too, has a history of dynamism. It was begun in the army as a series of lectures on moral subjects. The naval service first used the program in the Second Marine Division, where increasing emphasis was placed on discussion.

The curriculum is organized on three levels: Recruit Training, Advanced Training including officer indoctrination, and ships and stations. Only the Recruit Training curriculum is presently completed. It consists of six presentations in the basic areas of Sex Education, Marriage and Family Life, Religion, Citizenship Education, and Moral Responsibility. Motion pictures prepared by the Chaplain

Corps of the Navy are available for each presentation. The presentation is broken down into five or six scenes. On the Recruit Training level all the scenes of each presentation are given. At the present time the same material is used at the next level of instruction, with each presentation providing five or six more hours to give the men longer consideration of the subject matter.

The character guidance program relies strongly on audio-visual aids. A motion picture series entitled, "For Which We Stand" has individual films called, "To Be Held in Honor" (on marriage), "Pulling Your Weight" (on responsibilities), "Let's Get It Straight" (on liquor), among others. The films are aimed at obtaining emotional responses which solidify social attitudes and creating attitudes of mature response toward specific situations. The motion picture is generally shown at the beginning of the presentation. The instructor gives the subject matter for later discussion, using picture symbols on a Black Magic or flannel-board to connect the matter with the film. The group then goes into discussion, having obtained through two media a background for consideration of the subject matter. All the discussion is conditioned, of course, by the film and flannel-board presentation, and generally poses few of the problems which generally accompany free discussion.

Almost all of the instruction in

the character guidance program is given by chaplains. The consensus of opinion in the Recruit Training commands is that the chaplains are good teachers and the character guidance program an effective vehicle of its type. That is not to say that we do not have our little troubles. Most clergymen are accustomed to abstract thought, and we must struggle to attain concretion. Furthermore, the average clergyman responds to an audience much as the old fire-bell—he takes one look at the assemblage and starts to preach. We believe that there is a place for preaching, but this program is not the place. Occasionally, too, we find that we have become accustomed to making pronouncements and that adjustments are necessary before we can conduct profitable discussions. However, though clergymen have their failings, they also have their strong points: many of them are humble and willing to learn.

There are many difficulties still to be overcome, many areas of work to be investigated, and much experimentation to be done. Both of the programs described are too new to have given noticeable results. Many improvements of procedure are taking place. The navy has tied preparation of source material to its post-graduate study program, so that post-graduate students who have specialized in visual aids and citizenship education are gathered in a creative production group at Bainbridge, Maryland, where they are engaged in preparation of the

upper levels of instruction. We are working on the problems of evaluation, too, but one writer from the Navy's Training Division put it aptly when he said, "in the realm of the spirit, evaluation is always difficult."

The last words have not been said on this subject until we have considered the relation between citizenship education agencies in the civilian community and the same agencies in the service. If you in your field and we in ours work in isolation from each other, we shall deserve the unhappy reward which is inevitable. I suspect that the proper relation should find expression in two ways, at least.

The first lies in the area of preparing our young people for the experience of military and naval service. As the Post Chaplain of a Marine Recruit Training Command I can assure you that very few, if any, of our young men receive from civilian agencies any preparation for their new life. Such lack of preparation is very costly to them, particularly to their emotional lives, and to the country as well. It appears that our nation may continue for some years to be a garrison state and that during that time military service may be required of our young people. If that is the case, it is imperative that some degree of conditioning take place which will prepare youth for the emotional adjustment required by military life. College courses on the junior college level may well be part of the solution.

In the final analysis, also, there must be some sense of continuity between citizenship education in the civilian community and citizenship education in the armed forces. Such collaborative efforts as those of the services with the Columbia Project may well be trail-blazers for future activity in the same direction. We in the armed services are lastingly grateful for the assistance which the educators of the country have given us. I feel that I speak for all the services when I say that our relation must be still closer. We welcome every display of your interest and con-

structive criticism. We are happy for every sign that our mutual endeavors are being coordinated.

Let us have no illusions, friends. The battleground of this generation is the human mind and spirit. If we lose here, we shall have lost everywhere. If we win here, any other defeat will be only temporary. The stake of our endeavors is the highest in the history of our country: it is nothing less than insuring the freedom of the young minds which will one day govern this country. No sacrifice is too great to gain such a prize for our posterity.

Education for Life Adjustment For College Age Youth

BUELL G. GALLAGHER

Two ideas of education are at war with each other. It is an intermittent warfare, only occasionally breaking out into open and violent attack; but the controversy is always present, just beneath the surface of college and university life. On the one hand are those who appear to believe that higher education is only for the few, the select, the elite; and in the other camp are those who maintain that each individual should have the opportunity to pursue his education up to the reasonable limits of his abilities to profit from it.

While the battle of words rages, time and the trends are clearly on the side of the second group. Look at the facts. Our elementary and secondary schools now enroll approximately 94 out of every 100 persons six to 17 years of age. In the age group for which school attendance is compulsory in all states (seven to 13 years of age, inclusive) more than 98 in every 100 are enrolled in a public or private school. In higher education, there are more students enrolled today than there were in high schools in 1925. Whereas only 11 in 100 persons of college age were in college a quarter of a century ago, today 20 in 100 are enrolled. The number that completes a baccalaureate degree today is twice

what it was 25 years ago—10.8 in 100 instead of 5.5.

One of the more important developments in this increasing of educational opportunity is the growth of the junior colleges. As World War I ended, there were 84 such institutions listed in the Directory issued by the Office of Education. By 1930, that number had increased to 278; and the latest issue of the Directory shows 527—a number which is, I am sure, not equal to the total now in existence. There are almost as many junior colleges in one state today as there were in the entire nation 40 years ago. A quarter of a century ago, the total enrollment of all junior colleges in the United States was 27,095. Today that figure is 200,087, nearly seven and one-half times as many. Time and the trends are clearly on the side of those who would extend educational opportunities more widely.

Nevertheless, the trend is not self-activating, and time will bring full educational opportunity for all only if we will it to do so. And much remains to be done. If the report of the President's Commission on Higher Education be taken as a benchmark, it can be said that for every person now enrolled in a junior college, college, or university, there is at least one more—equally able and equally ambitious

—who is on the outside looking in. While most of the difficulty is financial, it is also true that many persons do not continue their education beyond high school simply because they find nothing of real value to them in the educational offerings.

Many a high school senior is like Alice addressing the Cheshire Cat, asking which way she ought to walk from here. "That depends a good deal on where you want to go," said the Cat. "I don't much care where—" said Alice. "Then it doesn't matter which way you walk," said the Cat. "—so long as I get *somewhere*," said Alice. "Oh, you're sure to do that," said the Cat, "if you only walk long enough." My contention is that colleges ought to be of more help to the inquiring student than the Cheshire Cat was to Alice. We ought to be able to define the Somewhere. An undefined Somewhere is nothing but an Anywhere, which is hardly better than a Nowhere.

We are justified in assuming that *all* should pursue education up to the reasonable limits of the abilities of *each* only when we are ready to provide a genuinely valuable and definable Somewhere, suited to the *needs* of *each*. If we are to educate all, we must educate each—and the whole of each.

In general terms, this is the meaning of what is known in secondary education as the life adjustment education movement. Many of the purposes of life adjustment education are shared by the general

education movement at the college level. It is about the goals and purposes of education, as reflected in these educational emphases, that I will speak. After all, it will do little good to enroll an increasing percentage of the population in junior colleges unless those colleges have a pretty good idea of why students are enrolled.

I know of a certain middle-aged laborer on a road construction job who confessed that he couldn't read. He put it this way: "When I were in school, they learned me figgers, but not readin'. So now, when I sees a sign by the road, I can tell how fur it is, but not where to." Every junior college can tell with precise exactness how fur it is to an Associate in Arts diploma (say), 60 semester hours with an average grade of C plus physical education. But one wonders whether there is anything like the same clarity in definition of where to.

We will get to a definite Somewhere only if we know in which direction to go. The steps to be taken in each particular college will not be the same. They will differ widely. Even after Alice knows where she wants to go, she still has to start from where she is. The common objectives of education are basically similar everywhere, but the specific situation in which each student in each college and in each community stands calls for discarding all attempts to answer the question of educational objectives with generalizations. Nevertheless, recognizing the ne-

cessity for individual and community specifics, we can describe the common objectives which are basically similar everywhere and which are to be interpreted in individual and community specificity. These educational objectives must be defined in terms of the living needs of living people now and in the foreseeable future.

1. *Education must meet two sets of demands: (1) the changing demands of certain general and all-pervasive features of American life in mid-twentieth century, and (2) the continuing and changing demands of literacy and culture.*

American life, for which education must help to fit American youth, is undergoing immense changes. Insofar as education in the past was rightly designed to meet the needs of an earlier day, these changes make that earlier education obsolete, or at least inadequate.

I am aware that there are those who resist all change in education, who want to turn the educational clock back to 1910 or 1850 or 1776 or the thirteenth century or some other point of historical fixation. Many of these remember education as it was at Good Old Siwash, and they feel that what was good enough for them must be good enough for their children. Certain others have deeply rooted concerns about which their emotions are centered. Out of this complex of reactions comes a general feeling of uncertainty and mistrust of the colleges, a feeling which is ex-

ploited by certain selfish interests that are ready to cheat our children in order to save taxes. The resultant attacks on everything in the colleges which attempts to make education adequate for the present day and for tomorrow are a threat to the nation's educational future which cannot be lightly dismissed. But before we can deal with it, we must understand it.

It seems to me that the misguided persons, many of them well-intentioned, who are attacking the nation's schools and colleges are not so much to be condemned as pitied. They are worried, they don't quite know why; but they appear to believe that everything would be all right if only the educators would do for today's youth exactly what was done for *them* a generation ago. It is necessary that we understand this attitude and sympathize with it.

Remember Alice and the Pigeon. Eating the mushroom that made her grow, Alice found her head above the treetops. In trying to see the rest of herself, she curved her long, graceful neck down through the foliage, only to be challenged by the Pigeon screaming "Serpent!" And when Alice declared she was not a serpent, the Pigeon demanded, "Well, *what* are you?" Rather doubtfully Alice replied, "I—I'm a little girl." "A likely story indeed," said the Pigeon. "I suppose you'll be telling me next that you've never tasted eggs!" "I have tasted eggs, certainly," said Alice, who was a

truthful child; "but little girls eat eggs quite as much as serpents do." "I don't believe it," said the Pigeon; "but if they do, why then they're a kind of serpent, that's all I can say."

Those of us who disagree with the Pigeon's-eye view of American colleges, who know very well that Alice is a little girl, no matter how much she has grown, need to remind ourselves that the Pigeon has a legitimate and defensible anxiety. She wants to make sure that her eggs are safe. She can, perhaps, be met with sympathetic understanding when she asserts that anything which eats eggs is not a little girl, but a serpent. Those who attack the colleges are, in many instances, merely anxious to make sure that the fundamental values of education are not lost in the vast, sprawling growth of American higher education.

There is, of course, that additional fringe of designing persons who, with shady backgrounds and unclean hands, wriggle their way into the Pigeon's nest and whisper that Alice is a serpent. These, I submit, are the real snakes; and they are not all in the grass of the back country, either. In defending the colleges from their designing attacks, we are—in fact and in effect—defending American democracy itself.

For most of those who are aflutter over the directions in which American higher education is moving, the answer to their anxieties will be found not in asserting that

Alice is a little girl. It will be found in making sure that the pigeon's eggs are safe, no matter how much Alice grows.

Specifically, this means that a burgeoning higher education must make sure that it performs both parts of its fundamental task well. In the elementary schools, education must teach not only the three R's of literacy but also the three R's of living: reading, writing, and arithmetic *plus* rights, respect, and responsibilities. The same holds true, at an advanced level, for the junior colleges and all of higher education also: both the three R's of literacy and the three R's of social living must be taught.

Therefore, when those who view the colleges with a Pigeon's eye demanded to know why Alice looks like a serpent, Alice must reassure them as to the safety of the eggs. As we teach rights, respect, and responsibilities, we must also make clear that we continue to teach communications, mathematics, and the arts. As we teach world citizenship, we must also make clear that this includes Americanism. As we lead youth to face the future with confidence, we must also make sure that this confidence is rooted in an understanding of the past. Let the Pigeon know that her eggs are safe—because they *are*. Then no one will need to defend the colleges against the accusations of those who cry out that Alice is a snake.

2. *Some characteristics of mankind are common to all, and educa-*

tion must serve these common needs.

Every person needs to know himself as a growing individual. Along with self-discovery and self-development, he also needs a sense of belonging, of being wanted and appreciated and included.

Every person needs to know how to face difficulties without frustration. Along with self-reliance, he also needs perspective and increasing maturity.

Every person needs opportunity to develop his own latent talent, interests, and abilities. Along with self-development he also needs to grow in empathy.

Every person needs to know how to be a home member: most need to know how to be breadwinners or homemakers—sometimes both; all need to know the basic values and skills of good citizenship in a democracy.

Every person needs the skills and tools of literacy and communication. Along with the three R's he needs full control of his faculties of imagination and creativity.

Every person has the right to have access to his cultural heritage, together with the cultivation of his own ability to add to and enrich that heritage as he passes it along.

Every person has the right to grow up and to assume an increasing proportion of adult responsibilities as he does so.

There are many more things which all persons have in common. We have these needs in varying de-

grees and combinations. Each of us feels them in his own peculiar and specific fashion. We educate *all* only by educating *each*, even when we are concerned with the things which are common to all.

Now, take these first two statements, the one which insists on the dual character of the educational task, and the other which insists that there are many common needs which become the specifics of each individual's need and give these statements their social context:

3. *Each community has its own characteristics, its own impact upon the people in it.*

The boy whose address is 305 East 126th Street is by that fact a different boy from what he would have been had his address been RFD, Evarts, Kentucky. The college must proceed with the education of each individual as he is, and his community has become part of him.

4. *The impact of the community on each person in it differs in accordance with the inborn characteristics of the person and also in accordance with his place in the social pattern.*

On a certain playground in a large city (not in any one of the Southern states), children of two racial groups play together all day long—until four o'clock. Precisely at four, a paid director of recreation appears, hoists the American flag, and promptly requires all Negroes to leave the playground. What the children of both races are learning under these circum-

stances fundamentally affects their entire attitude toward American democracy, toward each other, and toward themselves. Racial identity, economic status, religious affiliation, national origin, social clique, athletic or scholastic success—many factors profoundly affect the learnings of each person. Education thus has relevance not merely to the unique characteristics of each individual, such as his intelligence quotient, his emotional balance, and the like, it also has relevance to his social environment.

Now, add one more dimension:

5. *The educative effect of every experience is strongly affected by the ideas that go into it.*

Ideas are facts, just as much as molecules or automobiles or social stratification are facts. I do not care whether the philosophical idealists or the philosophical realists are closer to the truth of reality, as far as this point is concerned. Let us recognize a fact when we see one. The plain fact is that when we change a man's ideas we change the things he learns. Two persons with differing ideas will learn different things from identical experience.

Consider the playground incident just cited. Two white children in that situation, facing identical experiences, react in totally different ways. One is indignant, the other pleased, as the Negro children leave the playground. Likewise, two Negro children react differently: one with resentment, the other with indifference.

The attitudes of each person and his ideas about life are fundamentally important factors in teaching and learning.

This brings me to the important notion in the series of suggestions I am presenting:

6. *Integration of each person is, in part, dependent upon the integration of society.*

At the bottom of many an effort to achieve personal integration lies a conflict within the culture. Inconsistencies and contradictions in the value patterns of American democracy contribute to the confusion and lack of integration in individuals. The value system taught in the college may be at war with the value system of the fraternity, hotrod clique, church, home, government, pressure group, job, or play world in which the student is also learning. Indeed, these conflicts of values which exist in the community and throughout the nation are also found right inside the classroom itself and often appear in the mind and attitudes of a single teacher or administrator. A student growing up in a schizoid world tends to become schizophrenic. The marvel is not that one in every ten persons must have some form of mental treatment during his lifetime; the marvel is that, our society being the bundle of contradictions it is, there are not more mental casualties.

In the end, to ask whether or not the college must be concerned with society is an academic question.

Society profoundly affects what is taught and learned, and it is impossible to guide individual learning toward personal integration without dealing directly and indirectly with the value patterns which, in conflicting fashion, impinge upon that individual personality.

I have tried to suggest some of the concerns which lie on the hearts and minds of educators in the colleges of the land today. Perhaps the shortest and most effective way to put it is this: educators dare not be cowards. If we are to educate the *whole* person, we must refuse to be frightened away from the whole, or from any part, of life.

There is nothing which is alien to the interest and foreign to the inquiry of the genuine seeker after truth. There is no fear of pressure, no yielding to anxieties, no willingness to be a time-server, which can qualify a teacher or an administrator for today's supremely important task of education.

It was the goat on the train who, in a loud voice, said of Alice, "She ought to know her way to the ticket-office, even if she doesn't know her alphabet!" For my part, I would argue that Alice should know *both* her alphabet and her way to the ticket-office. To enable Alice to learn both is the job of the colleges and of all education.

Convention Analysis

FRANCIS H. HORN

I SOMETIMES feel that the good fellowship at meetings of this kind is their greatest reward. But the formal addresses and the discussion groups also have great value—and my task is to try to pull together the results of these discussions.

Inveterate conference-goers know that this kind of assignment is handled in several ways: the most common is to summarize without comment as much of the material as possible turned in by recorders; another method is to highlight the most important results or conclusions of discussion groups as reported by the recorders, again with little or no comment; the third method involves a selective reporting of results or conclusions, with interpretative or critical comment. It is this last method which I shall use.

The convention theme, "New Occasions Teach New Duties," implies that conditions under which we live and work in the nation and the junior colleges have changed, and that we must constantly look forward, not backward, to the challenges and opportunities that lie ahead.

Let me suggest very briefly that the conditions which the "new occasions" have imposed are these: (1) we must operate under conditions of continuous uncertainty, both at home and abroad, which make sound planning more and

more difficult; (2) we must carry on our educational program in a period of constant and frequently rapid change; (3) we can expect that the present state of semi-mobilization will be the normal one for a generation or more; and (4) we must worry especially about inflation, or at least about financial instability, for some time to come. My impression, both from analyzing the reports and from sitting in briefly in all but two or three of the groups, is that these conditions, except in such groups as those studying finance and legislation, were not sufficiently in the thinking that was going on. I was surprised, for example, that so few persons turned up for the group concerning "personnel work with special reference to military and other national services for men and women" that it was cancelled. In the personnel field, the greatest interest was in the coordination of the personnel and instructional services, which goes to show, I suppose, that as a whole we tend to be more interested in what might be termed our perennial problems rather than in what we take to be the more temporary problems. I should like to suggest, however, that all of us must come to regard these "new occasions" and new conditions as something not just temporary but more or less permanent for our time. The prospect

is not a pleasant one to contemplate, but we must face it.

Now let me turn to the results of the different discussion groups.

*Organization and
Administration*

FINANCE

The financing of colleges and universities is regarded by most administrators, particularly those in the privately-supported institutions, as the number one problem in higher education today. It is not surprising, therefore, that the group on junior college finance was well attended. The financial problem is intimately tied to that of enrollment. The group was optimistic about enrollment prospects for 1952-53, two-thirds of the institutions represented expecting an increase this fall over the enrollment of last September, and only one expecting a decrease. Since the total 1951 fall enrollment (full-time and part-time) in junior colleges was down eight per cent from that of the fall of 1950, and the prediction of the Office of Education for next fall's total enrollment is for a further decline of eight to nine per cent, junior college administrators seem overly optimistic. It must be remembered that the number of new students enrolling in junior colleges last fall was down 10.3 per cent, compared to an average decrease for all institutions of 8.7 per cent. Of course, nationwide statistics reveal little about the prospects of individual institutions. Among reasons cited for the expected increase was the high-

er tuition fees in the four-year institutions. However, four out of the fifteen institutions represented in this group are increasing tuition fees for next year, and a number of others had substantial increases last year.

All things considered, I believe that the outlook for junior college enrollments is no more promising than it is for other types of institutions. My own rough predictions for this fall indicate an increase in part-time enrollment of two and one-half per cent and a decrease in full-time enrollment of about ten per cent, for a total decrease of five and one-half per cent. I suspect that any advantages junior colleges enjoy will be offset by other factors, such as the lack of ROTC units, so that junior college enrollments will be down about the national average.

Junior colleges for women will, of course, be better off than co-educational institutions or those for men only. One way in which the community colleges can perhaps offset the total effect of enrollment decreases is to make greater efforts to expand their evening programs, their adult education activities, and their special courses for local business, industry, and other groups. The experience of the large urban universities demonstrates that these activities can be a source of considerable additional net income.

The problem of finance has two major aspects: increasing institutional income and effecting economies in operation. Typically and

understandably, this group gave greater attention to the former. But it was pointed out that institutions should study carefully their operations and program to see if the curriculum could be trimmed, the size of the faculty cut, administrative and personnel services reduced, student help employed more extensively, and plant and space used more efficiently. No suggestion was made concerning increasing faculty teaching loads; in most junior colleges they are now as heavy as they dare be. It is my impression that junior colleges as a whole probably operate more economically than any other type of higher institution, but I believe that they, in common with the four-year colleges and universities, must learn to do more with less money. Although the experts are not in agreement on the financial outlook for the nation, I believe college administrators will do well to look for a continuation of current inflationary tendencies for some time. This is the greatest threat to their financial stability and will require the strictest economies. Colleges are not traditionally economy-minded. It is always good policy, as the group suggested, to provide for the fullest possible faculty participation in the financial policy making and budget development of the institution; it is even more important in periods when operating economies are essential.

I would make one suggestion in connection with economies in the

curriculum. If those junior colleges which either from desire or pressure from the four-year institutions (particularly the state universities) attempt to duplicate the first two years of the four-year curriculum could free themselves from this slavish imitation, not only could money be saved, but the program of the junior college would be improved. Apparently little, if anything, was said in any group concerning the relationship of the senior institutions to the junior colleges. Perhaps it has all been said enough before, but, in my opinion, freeing our junior colleges from the dominance, overt or subtle, of the senior institutions remains one of the major problems in junior college education.

In considering ways to increase institutional income, major attention was centered upon fund-raising, with greatest attention on the place of the alumni. Few junior colleges have annual alumni fund campaigns; the experience of senior institutions demonstrates the importance of this source of income, and junior colleges should investigate their practices and adapt them to their own needs and circumstances. It was recommended that junior colleges join the American Alumni Council, a recommendation I strongly endorse.

It was pointed out that alumni must not be looked upon just as a source of income. As a priceless asset for an institution, important in recruitment of students and

public relations as well as in finance, the alumni must have a sense of active participation in the affairs of the institution. Alumni must be kept interested, and the process of making a loyal alumnus must begin while the person is still a student on campus. With proper attention to maintaining interest and loyalty, active financial support will follow. Although not considered by the group, junior colleges might well investigate programs of lectures, courses, and other cultural and occupational services for their alumni, as well as adequate alumni representation on boards of trustees.

Consideration was also given by the group to fund-raising campaigns distinct from annual alumni giving. It was reported that a survey made of junior colleges by John Price Jones Company, a professional fund-raising agency, (which had replies from two-thirds of the two hundred junior colleges queried) indicated that forty per cent had at some time in their history engaged in campaigns for capital funds, which brought in a total of about four million dollars. Eighteen of the institutions had utilized the services of fund-raising agencies.

No specific recommendation regarding such campaigns was made by the group. But it was apparent that junior colleges, like their senior counterparts, are beginning to eye the potential two billion dollars of annual gifts which corporations could give under the five per

cent of their income permitted by law. No junior college group, state or regional, has yet organized specifically to tap such resources. Outside of Illinois, moreover, junior colleges are not included in the organizations that have been established for such purposes on a state basis. In New England, incidentally, steps have been taken to organize regionally. Junior colleges, individually and collectively, would be well advised to look further into this whole question of corporate giving. They will find helpful the *Manual of Corporate Giving*, edited by Beardsley Ruml and just published by the National Planning Association.

Brief consideration was also given to such other means of providing income for junior colleges as the possibility of their participating in the government's one hundred fifty million dollar research program, now concentrated primarily in just a few large universities; to obtaining research projects from industry or utilizing faculty members for consulting services in industry; to contracting with the armed forces for specific training programs, such as the navy electronics course at Montgomery (Maryland) Junior College. Although only indirectly a source of income through its attraction of students, considerable interest was expressed in getting ROTC units for junior colleges.

Because of the complexion of the group, little or nothing was said concerning the financing of pub-

licly-supported junior colleges. I doubt if administrators of such institutions are complacent about their financial situation, for they too have serious problems facing them. It is significant that for all our state-supported institutions of higher education, the percentage of total income derived from the legislature is decreasing, while the percentage from tuition fees is increasing. Legislatures and municipalities have been generous, but if the present inflationary pressures continue, if the demands for all sorts of public services continue, publicly-supported colleges are in for some tough sledding ahead, just as are the privately-supported institutions. However, the group emphasized that the community colleges, whether public or private, must be constantly sensitive to providing for the needs of their community; if they do effectively respond to these needs, the good will generated will undoubtedly lead to the maintenance of adequate financial support.

PUBLIC RELATIONS

The fact that attendance in the group considering the improvement of public relations in junior colleges was greater than that in any other group indicates the importance of the problems in this area. Some desirable proposals resulted, including the following recommendations: (1) that the AAJC appoint a Committee on Public Relations to promote the welfare and prestige of the junior

college on a national basis; (2) that this Committee develop sound public relations policies and serve as a clearinghouse for their dissemination to individual institutions; (3) that this Committee analyze and study the overall, long-time problems of junior college public relations and make known the results to member institutions; (4) that a manual of sound public relations techniques and procedures be prepared; and (5) that junior colleges participate in the American College Public Relations Association and cooperate with various other industrial and educational organizations concerned with higher education.

The discussion of the group, however, as judged by the report of the recorder and two brief visits of the analyst, reveals a confusion, now generally resolved in the more alert four-year institutions, resulting from the identification of publicity with public relations. The group considered such matters as the relative merits of various types of press releases; "educating the American public" to the values of the junior college, especially through more articles in national magazines; and the responsibility for and preparation of promotional materials. Outside of the utilization of "career" and "college days" and alumni groups specifically for student recruitment purposes, there seemed to be little attention to the broader aspects of public relations—to the emphasis indicated in the recent and tremendously successful

pamphlet of the National School Public Relations Association, "It Begins in the Classroom." I'm sure that even though they seemed to give little evidence of it in their group, many junior college public relations people do recognize the importance of a public relations policy, consciously fostered and promoted, which makes every student, every alumnus, every teacher, every employee of the institution a part of the public relations program.

I suggest that when junior college people get together to consider the improvement of public relations, they think in terms of the broader aspects of the problem, not primarily about news releases and column inches of publicity.

The group considered the vital new force in education, television, from the standpoint both of its educational significance and of its publicity value. Though the taking up of any of the reserved television channels by individual junior colleges seems unlikely because of the cost, the group did approve of cooperation with commercial stations and recommended a committee of the Association to study the use of radio and television by junior colleges. The Association should, I suggest, also participate in the activities of the Joint Committee on Educational Television.

ATHLETICS

Intercollegiate athletics has long been regarded as (1) a source — apparently mistakenly — of supplementing the institutional budg-

et; and (2) an important means of promoting public relations. As a whole, junior colleges are at a stage where they can build a sound and desirable athletic program minus the ills that have plagued the senior institutions, or they can go through a period of over-emphasis on athletics, with its attendant evils, until sanity is eventually restored, and the colleges work their way back to an educationally defensible program.

Because of the diversity of junior colleges, it was recognized that it is difficult to lay down rules and regulations that are applicable to all institutions. It was agreed, however, that the junior college athletic program must be compatible with the objectives of the institution and determined in relation to the best interests of the participants, the entire student body, the faculty, and the community. For sound control of the athletic program it was recognized that coaches should be members of the instructional staff and have faculty status; that facilities for athletics should be in keeping with other college facilities; that grants-in-aid should be controlled by a faculty committee and awarded upon the basis of economic need and ability to benefit from attending the junior college, not predominantly on athletic ability; and that the athletic program should be supported primarily by the allocation of budgeted funds rather than by gate receipts.

Concerning details of athletic competition, such as intersectional contests, pre- and post-season games, length of schedules and eligibility, the group felt no uniform regulations should be imposed. Rules, the group affirmed, can be too complicated; the final basis for a sound athletic program must be the integrity of the individual institution.

The group endorsed in general the report of the Special Committee on Athletic Policy of the American Council on Education and considered the recommendations of the Sub-Committee on Athletics of the AAJC regarding relations with the National Junior College Athletic Association.

Curriculum

In shifting from the area of administration to that of curriculum, I wish to deal first with adult education, then consider the specialized areas of the curriculum, and finally general education.

ADULT EDUCATION

The group discussing adult education was a small one, unfortunately, and I assume that it contained only those persons who are fully committed to the importance of adult education and its place in the program of junior colleges. No general statement expressing a philosophy of junior college adult education was made; probably none was needed. The record reveals that though many junior colleges are doing a remarkably effective job in adult education many

other institutions are not aware of their responsibilities and opportunities for providing education for adults or are failing to develop any effective program of adult education. It is my conviction that adult education is the new frontier in American education, that *every* college or university has some obligation for adult education, and that those junior colleges which are true community colleges have a major share in the nation's total adult education program. I am sure that members of Group 2-C would agree with this conviction. Their concern was rather with the ways and means of improving junior college adult programs.

It was agreed that adult students were motivated both by the desire to meet individual interests and the desire to obtain degrees and that organizing a program of courses to meet both types of needs most effectively presented some difficulties. It was indicated, however, that reasonable leeway should be provided degree students for the pursuit of personal-interest courses and that some adults can and should be motivated through such courses to pursue degree programs. I suspect that too much emphasis is placed by junior colleges upon their degree programs (the advantages in terms of a continuing student body is obvious) and that such programs are too often a duplication of the regular daytime degree programs for young people. Some junior colleges have freed themselves from the customary academ-

ic impedimenta and offer all kinds of short courses, non-credit courses, and otherwise unorthodox collegiate fare. The great potential for expanding adult education lies in such departures from the usual college curriculum.

The group recognized the importance of tailoring the adult education program to the needs of the community, and it considered ways of determining such needs. There is a tendency, in my opinion, to overemphasize the place of a recognized need in arranging an adult education program; there is too little acknowledgment of the importance of an institution's trying to develop interests to which the individuals in a community may not be very responsive. Education for citizenship and for group living are neglected, the group admitted, because they have little popular appeal. The comment I would make is that we therefore need to work all the harder to stimulate adult interest in matters we know to be significant but for which the demand is slight.

To carry such courses often means a violation of the common practice of making adult courses pay for themselves. The group wisely recommended that every course should not be required to pay its way and that large courses should be expected to carry courses with low enrollments that do not pay for themselves.

The problem of effective teaching of adults was considered.

Techniques for improving instruction of subject-matter specialists lie, it was stated, in building up their facility in the control and direction of the group and the personalities within the group. While recognizing the contribution group dynamics may play in the improvement of instruction, I believe that adult educators have placed too much confidence in its efficacy in this respect. One hastens, however, to endorse the group's conclusion that in-service training programs and coordination in planning and conducting courses are perhaps the most productive methods of improving the instruction of adults.

BUSINESS AND VOCATIONAL-TECHNICAL EDUCATION

Group 2-F, considering business and vocational-technical education, devoted its time to several specific questions. They agreed that general education should be a part of the business-vocational curriculum, but they held that any subject, if taught from the proper point of view, could contribute to general education. They recognized a special problem in providing business-vocational education to graduates of commercial and technical high schools. The junior college should not, it was maintained, duplicate the prior preparation but rather, building upon that foundation, should extend the student's development in terms of his abilities and needs. They also considered ways of removing the stigma which attaches to the individual who has

only junior college preparation in business or technical fields. The group concluded with the agreement that education and industry "must inculcate in the minds of students and employees the need for ever-increasing education in the field of initial training or employment." If I understand this correctly, I suggest this conclusion needs rethinking; industry is increasingly stating that it wants individuals with a broad general education, that the specialized vocational training can be given after the individual gets on the job. If practice accords with theory—and I suspect it does not—the time is here for junior colleges and senior colleges both to re-examine their objectives and curriculum in the preparation of young people for business and industry.

NURSING EDUCATION

An area of vocational preparation in which the junior college may make a unique educational contribution and assist in meeting one of the critical occupational shortages of our day is that of nursing. The attendance of Group 2-A revealed great interest in the program being developed by the Committee on the Cooperative Research Project in Junior and Community College Education for Nursing, which would change the present R.N. program from three years to two years, varying from eighteen to twenty-four months, and place it wholly in the colleges. If adopted, however, this program

would place preparation for nursing in the regular stream of education, apparently remove it from the hospital schools, and at the same time leave the collegiate schools of nursing free to prepare women for positions of leadership in nursing. This program, as reported by the recorder, looks very interesting, but I wonder if the limited amount of specialized training proposed, from one-third to one-half of a two-year program, will be accepted as adequate by the nursing profession.

FINE ARTS EDUCATION

This meeting, by the first nationwide exhibit of paintings of junior college students and by its demonstration of the competency of such students in music and dance, has shown what is being accomplished in junior colleges in the field of fine arts. The group which considered the role of the fine arts in the junior college and the community asked whether or not such activities should carry college credit and whether some such instruction should be made compulsory. Teachers of fine arts present pleaded for a recognition of the importance of the *creative* experience for every person; they would make some phase of fine arts a part of general education. What specifically should be taught in a fine arts program in a junior college, of course, failed of agreement. Administrators present were inclined to see the difficulties inherent in expanding their fine arts

programs, let alone making them compulsory.

The group admitted frustration in interesting students in college and community artistic and cultural activities and believed a study is in order to determine how junior colleges could become more effective as community art centers, sponsoring art education for all. The group proposed greater cooperation with fine arts departments of senior colleges and universities and recommended that the AAJC set up committees in cooperation with the College Art Association and with the National Association of Schools of Music to study the needs of art and music educators in junior colleges and to sponsor conferences of such educators to explore problems of mutual interest.

LIFE ADJUSTMENT EDUCATION

When one turns to life adjustment education and to general education, one is impressed by our American tendency to adopt slogans and to march behind banners. To this analyst, the objectives of the two programs in terms of behavioral outcomes of students appear to be much the same. Yet there are differences, apparently, which are significant. Group 2-D defined life adjustment education as "a program of action for the improvement of secondary education," defined to include the thirteenth and fourteenth years of schooling. Programs of life adjustment education, according to

the group, must be based upon the actual needs of youth and must be adaptable to the needs of each particular youth. In this, I presume, it varies from general education, which by definition (I use the definition accepted by Group 2-B) is "that part of education which encompasses the common knowledge, skills, and attitudes needed by each individual to be effective as a person, a member of a family, a worker, and a citizen."

Programs of life adjustment education must be functional in nature and must stem from the democratic philosophy, implying participation, responsibility, and cooperation among individuals and groups. Its indebtedness to the experimental philosophy is demonstrated by the insistence that life adjustment education must include action, not just verbalism. Participation is a must.

Major problems raised, to which answers were not attempted, include these: What kind of a program can be developed for a heterogeneous, graded, school population? How can a junior college program of life adjustment education be articulated with a high school program, especially when different school organizations are involved? Finally, the sixty-four-dollar question, How can the objections to the concept of life adjustment education be met? The group indicated the need for further information concerning such programs, especially those being developed in Tex-

as junior colleges, and recommended that such information be provided in next year's Dallas meeting and in an early article in the *Journal*.

GENERAL EDUCATION

The general education group also considered the sixty-four-dollar question and concluded that the main obstacle to developing and maintaining an effective program of general education is the faculty with its lack of awareness and understanding, a natural outcome of traditional preparation for college teachers in subject-matter specialization. Opposition can be overcome by involving faculty members in determining objectives, planning curriculums and courses, and evaluating outcomes.

The group took a broad view of general education. It was admitted that the objectives can be obtained through established courses, including vocational courses, as well as through newly designed courses; that all aspects of student life, as well as formal instruction, contribute to the student's general education; that the objectives of general and specialized education are not in opposition, but complementary; and that there is no single or common answer to the problems concerning general education. One need only recall Commissioner McGrath's first editorial in the *Journal of General Education* proclaiming the general education movement a revolt against vocationalism and specialization, and the Chicago insistence upon one cur-

riculum and one approach to general education, to realize that those who march behind the banner of general education are far from a united army.

The group heard a fine critical analysis by Dean Judson Butler of the two-year program of the General College of Boston University. He led into a spirited discussion of the responsibility of the junior college for the development of sound moral and spiritual values. The group recognized this as an important responsibility of junior colleges along with other educational agencies. It disagreed upon the best method to develop these values in students; some participants held to the importance of authority, others to the necessity for the individual's arriving at his own conclusions and standards by independent thinking. There was disagreement too upon whether the direct or indirect approach to moral responsibility is more effective. Some participants maintained that a proper grounding in the humanities—literature, history, philosophy, and religion—provides the basis for the student's decisions regarding right and wrong; others held that though this indirect approach, with its historical and philosophical perspective, is helpful, the problems of morals must be dealt with directly, through the utilization of the resources of modern psychology in the study of human behavior.

The problem is as old as time; the first problem of Greek philos-

ophy was, "Can virtue be taught?" After twenty-five hundred years we are still searching for the answer.

Student Personnel

The group studying general education agreed that problems in student behavior often spring from maladjusted personality so that effective guidance offers a promising approach to the solutions of problems of ethics and morals. It is apparent, therefore, that better coordination of student personnel and instructional services, the topic of Group 3-B, is extremely important. It was concluded that this coordination could be achieved most effectively by a personnel program in which (1) the faculty participates in student guidance in an informal, friendly, and enthusiastic manner up to the point where specialized knowledge is desirable; (2) the faculty refers students in need of technical advice to a qualified counselor for further guidance; (3) there is cooperation between the individual faculty member and the counselor; and (4) the administration institutes a training program to insure the development of and the use of channels of communication between the student, the instructor, and the counselor.

EXTRACURRICULAR ACTIVITIES

Another important aspect of student personnel services is the promotion and improvement of extracurricular activities. Group 3-C, which considered this topic,

indicates that activities "have reached a status of equal importance with academic work." Because of the vital role these activities play in terms of personality development and life participation, all students must be involved in the activities program. Widespread participation will be achieved if the program is kept continuously geared to student interests and needs; increased participation will be achieved, it is maintained, in direct ratio to the degree of student responsibility.

It is particularly important, the group holds, that student government be their government, a point I am prepared to argue in view of the insistence of student groups that they share increasingly with the faculty and the administration in matters of mutual concern, long regarded as the inclusive prerogative of these groups. There is little justification for exclusively *student* government in an institution with genuine democratic administration and student-faculty-administration cooperation. The area of cooperation should extend to "student" government just as it should to the many other areas of mutual interest.

The novel idea is advanced that activities should, as far as possible, "be dedicated to serve the needs of the community." Helping others through such activities, the group contends, "can develop within our students that altruistic fortitude that can withstand the temptations of corruption," a conclusion which

the long history of Tammany Hall and similar organizations partially dedicated to helping others would tend to discredit.

Because of the importance assigned to activities, it is suggested that faculties must be selected in accordance with their possible contribution to the activities program. Students and faculty should have some voice in determining activity assignments, and techniques for adjusting faculty workloads equitably and fairly need to be worked out.

If there were more time, I should be disposed to argue this matter of student activities at some length, consistent though the point of view presented is with current psychological and educational doctrine. Let me state merely that while I recognize the value of student activities, I believe that today our colleges are cluttered with too many activities; too many students are devoting time they ought to be spending "hitting the books," to use a phrase which will, I'm afraid, get me classified as a Hutchins neo-Aristotelian; and there is too much pressure to turn out individuals all cut to the same pattern, all nicely-adjusted extroverts at ease in any group, at home in any meeting, instead of developing, as we ought to be doing, the non-conformist, the individualist, the student who wants to hole up in the library with the poetry of the Romantics or burn the midnight oil watching rats run through mazes. As educators and not production men, we

should, as Harold Benjamin stressed in his Inglis lecture a few years ago, be cultivating idiosyncrasy. I commend the lecture to you.

The Teacher

TEACHING LOAD

Now I come to the consideration of the teacher in the junior college. Group 4-D discussed the matter of establishing teaching loads and extracurricular activities. It agreed that, because of the diversity among junior colleges and the many variables involved, no standard policy on teacher load could be prescribed. In each institution, the establishment of the teaching load should be a joint responsibility determined by the administrative head of the college, the governing board, the limits of the budget, and cooperative agreement with the teaching faculty.

Concerning the specific load and its distribution between classroom teaching and other responsibilities, the group agreed that no clock-hour norm could be set. Studies of faculty loads in junior colleges indicate the average work week varies from 40 to 45 hours, of which 15 to 25 are devoted to subject-matter teaching. Believing existing studies to be inadequate, the group recommended that the Association continue the study of this problem and join with other groups to try to determine some system for balancing teaching loads and extracurricular responsibilities.

CHARACTERISTICS OF A GOOD TEACHER

Both the group studying pre-service professional education and that considering in-service training came naturally to a consideration of the characteristics of a good junior college teacher. Both placed major emphasis upon personality factors. The pre-service group concluded that the ability of an individual to practice good human relations was the one major determining factor in the success of a teacher. Since it is difficult to identify the characteristics that contribute to competency in this area, and since present graduate programs are for the most part ineffectual in developing such competency, the group recommended that the AAJC "spearhead an investigation" into this area of human relationships and redouble the efforts at identification of the qualities of good junior college teachers.

A college professor has been defined as one who "thinks otherwise," and again I must enter a caution at what I believe to be an overemphasis upon skill in human relationships. Read Houston Peterson's volume of accounts of "great teachers," think back over the most memorable of your own teachers, graduate or undergraduate, and see how many would pass the psychologist's or group dynamics enthusiast's criterion for a skilled practitioner of human relations. We are always searching for some simple formula in this complex

area that will reduce human relations to the certainty of mathematics. The search is not unrewarding; in fact, it is generally useful, but we need a great skepticism about its results. Teachers of tremendous influence will always arise who confound our calculations and who fail to fit our bill of specifications.

We may be able to reduce somewhat the human waste and heartache that come from the old hit-or-miss methods. So let us continue to search for our formulas.

One has no quarrel with the group's conclusion that there is need for careful selection and constant screening of candidates and graduate students, provided those doing the screening are well aware of the fallibility of human judgment in these matters. The group also urges "directed developmental educational experiences outside the formal educational program," but this time raises its own question in asking how much an educational program of this nature can influence the personality of a fairly mature individual.

PRE-SERVICE EDUCATION OF TEACHERS

The pre-service education of prospective junior college teachers should include general education, the special subject-matter field, education courses (at least the aims and objectives of the junior college, including its history, philosophy, and development, late adolescent psychology, and guidance principles), internship or

supervised practice teaching, and work (non-teaching) experience. Though not mentioned specifically, a course in effective college teaching seems to be implied and was recommended by the in-service group. Graduate schools are urged—hopefully, perhaps prayerfully—to develop along these lines a more functional type of preparation for junior college teachers as a distinct breed. The program of preparation, the group agreed, should be not less than five years.

Paradoxically, the in-service group concluded that no specific training in personnel guidance is required. It discussed student rating scales as a device for the improvement of teaching although it made no recommendations concerning their use and, as it should, came to no conclusions regarding the more effective method of teaching, lecture or class discussion, since both are effective, depending upon the nature of the material, the competency of the teacher, the size of the group, and the outcomes desired.

IN-SERVICE EDUCATION OF TEACHERS

In terms of specific means of in-service training, all the usual practices were listed. The issuance of a teacher's manual, especially to new teachers, is one of those practices which needs to be used much more widely than it is. Particular attention was given to the pre-session faculty conference. Necessary to a successful conference of this kind are selection of dis-

cussion topics by the teachers, the presence of a visiting consultant; good teacher participation, and thorough follow-up.

CERTIFICATION, ACCREDITATION, AND EVALUATION

The group that discussed certification, accreditation, and evaluation disagreed as to whether the usual state certification of teachers should be applied to higher institutions, but it did agree that junior colleges should be evaluated according to a separate set of standards, flexible in terms of the varying objectives of junior colleges, and that junior college people should participate in the evaluating groups. Although the group affirmed its belief in the unique educational function of the junior college, it advocated "such professional articulation with secondary schools, senior colleges, universities, and vocational areas as will be mutually valuable." It also endorsed the "laudable overall objectives" of the National Commission on Accreditation. Finally, the group endorsed the professional up-grading of teachers through study beyond the master's degree in a pattern or patterns pertinent to the needs of the junior college teacher.

Since the results of Professor Colvert's study of 250 successful junior college teachers reveal that only 11 per cent hold the doctor's degree, I believe this up-grading is badly needed. I suggest, however, that the traditional Ph.D. program with its emphasis upon research is

not the best program for many, perhaps most junior college teachers. Junior college people would be well advised to obtain their doctorates in one of the programs in which emphasis is placed on teaching competency and breadth of interest. Junior colleges should work for an extension of such programs. At the same time, consideration should be given to the desirability of working out with the universities a six-year program leading to a certificate or diploma comparable to such programs now in effect in a few institutions for the preparation and up-grading of school administrators and others.

Legislation

The last of the groups had a spirited and prolonged discussion concerning issues in national legislation, especially the new G.I. Bill, which passed the House with only one negative vote and is now before the Senate. Controversy turned primarily around two matters: a provision in the House bill, removed by the Senate Committee, which would permit publicly-supported institutions without tuition fees to charge veterans the reasonable cost of their education, not exceeding \$31.00 a month. California junior colleges favored this provision because they feared an influx of veteran students from whom they would otherwise receive no reimbursement and for whom they would receive no state aid. These colleges, however, did not want this provision if it would put in jeopardy the sound and long-

standing principle of free public education through the fourteenth year.

The other item concerned an amendment to the House measure separating the subsistence and tuition payments to the veteran, and which, while maintaining the principle of all payments direct to the veteran, earmarked part of the payment specifically for tuition purposes. No definite action was taken on either matter.

There was considerable feeling that the government should reimburse institutions for normal costs of administering the veterans program.

A resolution was passed urging the Congress to restore the responsibility for certain educational aspects of the program to the Office of Education since the Senate modified the House bill in this respect.*

Representatives of the Housing and Home-Finance Agency explained the operation of its program of self-liquidating, low interest (3.01 per cent), long-term (40 years) loans for the construction of faculty and student housing. The Civil Air Patrol program and its integration with junior college programs was explained. Interested colleges were advised to write CAP Headquarters.

*The Bill as finally passed provides \$10.00 a month instead of \$31.00 as a maximum tuition charge; makes all payments direct to the veteran with no part earmarked for tuition; reimburses institutions for administrative costs in connection with veterans' education; and leaves this responsibility with the Veterans Administration.

The group reaffirmed the stand on Universal Military Training taken by the Association at its 1951 convention in Des Moines and urged the Association through its legislative committee to continue to work for appropriate legislation implementing the Association's unique plan for universal national service.

The possibility of junior colleges' working out specific training programs for the armed forces was discussed, and it was pointed out that junior college people should take up the matter not with the top military echelons but with personnel directly responsible for the training programs.

The new ROTC bill was explained, and it was pointed out that the extension of the navy's Holloway Plan to the army and air force would siphon off more of the best minds from other pursuits to the military. A national policy providing for the best over-all utilization of all our manpower was urged on the national Security Resources Board.

Mentioned as timely legislation issues but not discussed were the extension of the Social Security Bill to cover employees of publicly-supported colleges and universities and the recently drafted Federal Scholarship Bill. There was also no time to discuss the relations of

junior colleges with the state departments of education.

In closing, I want to make one last comment. I regret that this convention did not consider what I believe to be the major problem facing higher education today—the attacks upon academic freedom and on the loyalty and integrity of the men and women who staff our colleges and universities. I need not document the charge. The attack upon academic freedom is part of the growing attack upon all our traditional freedoms. We must make it clear that academic freedom is no special privilege demanded by the professors; it is fundamental to the preservation of freedom itself. The erosion of freedom begins with the attack upon the freedom of the teacher to teach and of the learner to learn. And all around us that erosion is taking place. Mark my words: if the present tendencies are not reversed, if we in the colleges and universities do not stand fast, not only for our right to teach as we see the truth but for the right of all Americans to those freedoms of thought and of speech, of the press, and of assembly and petition which are guaranteed in our Constitution, we in America shall lose our freedom.

Ours is a major responsibility in this great struggle. May we have the strength and the courage not to waver or falter.

Executive Secretary's Report

JESSE P. BOGUE

THIS is our sixth annual report to the Association. On August 1, 1952, we shall have completed six pleasant and profitable years of service. The past year has been in no way exceptional in respect to the fullest possible cooperation with and from the officers and Board of Directors and the members of the Association. Our relations with the Director of Research, the various committees on research, and the Editor of the *Junior College Journal* have been about all that one could desire by way of full cooperation. The same can be said about relations with other professional organizations and associations and with many governmental agencies.

Résumé of the Year's Activities

A quick résumé of the year's activities reveals the following facts:

1. The national situation with which all are familiar has demanded more attention for conferences with the military, Selective Service, and other agencies of this type than in previous years with the exception of the closing months of 1950. Our records show that we held fifty-seven conferences with these and other governmental agencies during 1951. A number of these conferences dealt with individual cases of one kind or another brought to our attention by the junior colleges. Others dealt with broad policies such as

the privilege of junior college students to enlist in the Platoon Leaders Class of the United States Marines on the same basis as students in senior colleges. Another policy was established for the military to accept Part 111, *Higher Education*, United States Office of Education, as the basic publication for accredited institutions for the military. Fifty-seven conferences do not appear to be a large number, but as a rule each one was time-consuming in finding just the right person or group with which to deal.

2. Visitations of from one to three days were made to fifteen junior colleges. About half of these were in the nature of surveys and consultations respecting building and curriculum problems. The president of one college wrote that the suggestions made concerning the building program had saved the college at least \$100,000. This case was exceptional, yet we believe that expressions from all the colleges were affirmative in appreciation for valuable suggestions and assistance.

3. The Washington Office assisted in the promotion of about thirty-five workshops and seminars in universities for junior college education. During the year, we took part in nine workshops which ran from three days to three weeks. We directed two of these, one for one week and another for three

weeks. It is still our judgment that the summer and pre-session faculty workshops are among the best services which the Association is giving to the junior college movement. Testimonies have come from many who have attended to the effect that their views of the place and functions of the junior and community college have been greatly expanded. As a result, their own work has been approached with new understanding and determination.

4. We attended and took some part in twelve state, regional, and national educational meetings. Most of these were junior college meetings but some, such as the Adult Educational Association, were attended because of the close relationship of their objectives with certain aims and purposes of the American Association of Junior Colleges. Our Board of Directors has now expressed the wish that more of this kind of work might be done. We are in full accord with this conviction of the Board and shall do whatever is possible to implement it.

5. Thirty-two addresses were given during the year which dealt largely with junior college issues and problems.

6. Writings have included the twelve issues of the *Washington Newsletter* with a total of 104 pages and the *Junior College Journal* with a total of 72 printed pages. In addition we completed the third edition of *American Junior Colleges* of 603 printed pages in cooperation

with the American Council on Education. This volume came from the press in the spring of this year. We believe that it is significant that only one error has thus far been called to our attention. An examination of the records shows that this slight error was not the responsibility of the editors or the publishers but of the reporting institution. The American Council on Education gave every possible assistance in the production of this volume and assumed full responsibility for its publication and distribution. We are certain that we voice the sentiments of all junior colleges when we express publicly our appreciation for the cooperation of the Council in this matter.

7. We have attended and taken part, to a greater or lesser extent, in meetings with twenty-six other association and/or council conferences. These are in addition to the state, regional, and national conferences mentioned in point four above. A number of these were with the Committee on Relationships of Higher Education with the federal government which we attended as a consultant. Dean Hugh G. Price of the Board of Directors is the designated member with this Committee for the Association. We have heard many expressions of approval for his interest and work. This Committee tends to keep all of higher education unified in its presentations of points of view with the federal government. It also receives from persons in authority in the govern-

ment much valuable information so that the future actions of higher education may be charted with better understanding.

8. One of the major jobs of the Association is that of operating the Washington Office. You have two secretaries and the Executive Secretary as the total staff. The office handles between 60,000 and 70,000 pieces of incoming and outgoing mail annually. Outgoing mail is based on individually addressed letters and packages. The staff also handles all telephone calls and conferences with visitors who come to the office. We have never checked what would be a reasonable office load of work, but we believe that the Washington Office is working to about the limit of its capacity. There are times when additional help could be used.

The University of Texas

Mr. Young, chairman of the Finance Committee, has reported on the financial arrangements with The University of Texas. Personally, we are highly satisfied with the cooperative arrangement, and it has been a source of pleasure to work with Dr. Reynolds and Dr. Colvert. The services of The University of Texas are so valuable and of such volume that the Association could not now pay for them out of its current budget. The gratitude of the Association should be expressed again to the University and its personnel who are devoted to this work.

Legislation

The American Association of

Junior Colleges is a professional educational organization and is not, therefore, primarily interested in legislation. It is naturally and inevitably concerned with state and national legislative proposals which might hinder or assist junior colleges and their students. Representations have been made to Congress by invitation on many questions such as Selective Service, nursing education, extension of ROTC to junior colleges, Universal Military Training, and the GI Bill of Rights. We have been in the process of gathering extensive information for one of our senators who is a member of the Armed Services Committee respecting the manner in which the Association's proposals for national security would work if they were included in a bill for Congress to consider.

Some sharply differentiated views have developed in educational circles regarding the new GI Bill of Rights. It has been our policy to present to the proper committees of Congress these various points of view. We have also attempted to keep the junior colleges informed of congressional thinking and problems relating to this legislation. The Senate may have taken final action on the present bill, HR7656 as it was known when it was passed in the House on June 6 of this year. In any event, it is generally believed that approximately 250,000 young men and women will be eligible for educational benefits under the new act by June, 1953. About forty per cent of them will likely

enter full college work, but a larger per cent will in all probability seek education and training which will equip them for more immediate employment. Following the passage of the first GI Bill of Rights for World War II veterans, over 5,000 trade schools of one kind or another were organized. Under the new GI bill many of these schools will have a more difficult time in getting students. Therefore, junior colleges and technical institutes have an opportunity as well as a duty, it seems to us, to re-examine some of their programs with respect to the wants and needs of considerable numbers of veterans.

Miscellaneous Items

The circulation of the *Junior College Journal* was about 16 per cent less in 1951 than in the previous year. Both income and expenditures, however, were somewhat less than the previous year. The *Washington Newsletter* increased its circulation in 1951, and several issues were sent to all junior colleges whether or not they were members of the Association when there was pertinent information which all colleges should have. There has been increased demand for the *Newsletter* from governmental agencies, and much of the information has been of value according to reports from the agencies.

In 1951 the membership decreased somewhat because of the new provisions of the constitution. Since 1946 the average number of members in the Association has been about 460. At the present time there are 436 institutional members, 82 individual members, and 19 sustaining organizational members, making a total of 537. Some of the losses from schools that could not meet the provisions of the new constitution have been made up, and it is our hope that others may join the Association to bring the membership back to the average of 1946 to 1951.

Generally speaking, we believe the Association is in good condition considering the uncertainty of the times and the inflated financial world. At the business session you will be asked to consider a slight increase in dues. We believe that this increase is necessary to keep the Association on an assured stable basis and to provide essential services. If you vote to leave the dues where they are, we shall make every effort to maintain the best possible services; if you vote to increase them, we shall use the income for even better services wherever this is possible. Our general policy will be under any circumstances to do the best we can within the limits of a balanced budget.

Report on Junior College Journal

JAMES W. REYNOLDS

THE publication year 1951-1952 marks the completion of the sixth year that *Junior College Journal* has been published under a cooperative arrangement by the American Association of Junior Colleges and a university. It will probably be recalled that this cooperative arrangement is a part of the general plan of decentralization adopted by the Association in 1945. The University of Chicago worked with the Association for the first three years of this period. For the past three years, the *Journal* has been published by the Association and The University of Texas. By agreement reached in January, 1952, the cooperation of the American Association of Junior Colleges and The University of Texas will be continued for three more years.

Under the circumstances of publication described in the preceding paragraph, the report on the *Journal* takes on a different aspect from that which would characterize such a report from a direct agent of the Association. The report, under the present arrangement, is in a sense a report on that part of publication for which The University of Texas assumed responsibility. Roughly, this report covers matters pertaining to editorial work with only incidental attention to the business aspects of publication which come under the responsibility of the Association through

the office of the Executive Secretary.

In the light of the cooperative arrangement, the Editor of *Junior College Journal* has kept constantly before him the fact that while his work inevitably will reflect, to a certain extent, his own views and prejudices and is unconsciously colored by the policies of the institution which employs him, at the same time major emphasis is given to the fact that the *Journal* is a publication of and for the American Association of Junior Colleges and as such must continuously be edited from this standpoint. It is requested that members of the Association keep this point in mind in their reception of this report.

The "Report on *Junior College Journal*" read at the Des Moines meeting of the Association in 1951 was divided into six sections. This 1952 report will observe most of the organization which characterized the 1951 report. The section on the *Directory* which was included last year has been dropped since the *Directory* is no longer a responsibility of the Editorial Office. The other five sections of the earlier report have been retained, however, as a means of facilitating comparative studies by those who might be interested in such an activity. These sections are: (1) contents of the *Journal*, (2) manuscripts for the *Journal*, (3)

circulation, (4) size of the *Journal*, and (5) the Editorial Board.

Contents of Junior College Journal

The cover of the *Journal* was changed this year both in format and color. The change was made with no idea of adverse criticism of the earlier appearance of the cover, but rather with the idea that changes of this nature are desirable from time to time to avoid the monotony of continual uniformity in color and format.

Another change involving the cover is the change from a drawn-on cover to a saddle stitched cover. The change, it will be recalled, was made during the last months of the 1950-1951 publication year. While the drawn-on cover provides certain unmistakable advantages for filing, the saddle stitching is significantly less expensive. The necessity for economy in publication makes it highly desirable that this saving be made.

Since *Junior College Journal* is published for all types of staff members—teachers, administrators, student personnel workers, etc.—the contents of each issue are of necessity more general than would be the case of a periodical published for a more specialized clientele. This situation requires that as careful a balance as possible be maintained among such topics as: administration, functions and purposes, curriculum and instruction, student personnel services, public relations, philosophy, teacher preparation, status and reports on research.

Since the *Journal* is aimed at a nationwide audience, an effort is made to provide, as far as possible, articles from a balanced representation of geographical regions.

A third criterion observed in determining the contents of the *Journal* is that of maintaining equilibrium among articles from public junior colleges, from independent junior colleges, and from non-junior college sources.

This attempt to maintain balance among specialized interests of readers, among geographical regions, and among the three types of affiliation status of contributors is definitely affected by a system of relying on voluntary contributions of manuscripts. If it were not for the fact that each issue of the *Journal* contains certain regular features which may be expanded or contracted in size or may be omitted altogether, the maintaining of any semblance of balance would be virtually impossible.

On an average, the contents of the *Journal* are divided as follows: almost six-tenths devoted to articles, almost three-tenths to such standard features as the reports from the Executive Secretary, the book reviews, and the editorials, and a little over one-tenth to the Index, the masthead, and advertising.

The extent to which the desired balance has been maintained among the three factors mentioned previously may be judged from the following tabulations:

Field of Interest	Number of Articles	Number of Pages	Percentage of Total Pages of Articles (347)
Administration	8	37	11.0
Curriculum and Instruction	25	117	34.0
Functions and Purposes	4	22	6.0
Philosophy	3	28	8.0
Public Relations	5	23	7.0
Review of Research	1	5	1.0
Status	6	30	9.0
Student Personnel	9	56	16.0
Teacher Preparation	4	29	8.0

Geographical Area (Accrediting Association Region)	Number of Articles	Number of Pages	Percentage of Total Pages of Articles (347)
Middle States	14	84	24.0
New England	2	8	2.0
North Central	17	78	23.0
Northwest	6	29	8.0
Southern	14	86	25.0
West	12	62	18.0

Affiliation Status of Source	Number of Articles	Number of Pages	Percentage of Total Pages of Articles (347)
Independent Junior Colleges	10	40	12.0
Non-Junior Colleges	28	167	48.0
Public Junior Colleges	27	140	40.0

Two new features were added to the contents of the *Journal* this year: (1) a series suggested by Rosco C. Ingalls of East Los Angeles Junior College and entitled, "Some Aspects of the Status of Junior Colleges in the United States," and (2) a listing of current publications received which are regarded as being of interest to junior college readers, and a brief annotation of each publication listed.

The section on aspects of status included short descriptions of the junior college situation in each of thirteen states: Alabama, Arizona, California, Florida, Idaho, North Carolina, North Dakota, Ohio, Oregon, Texas, Virginia, and Wyom-

ing. It is planned to continue this feature with descriptions of additional states during 1952-1953 and 1953-1954.

As is the custom, publishing houses send to the Editor review copies of their latest publications of interest to junior college readers. Space prevents printing full-length reviews of each of these publications. In order to pass along to *Journal* readers the information about the publications, a listing was carried in the October, February, and May issues.

Manuscripts for the Journal

Previously it was pointed out that all articles published in the *Journal* are from manuscripts voluntarily contributed. The only in-

stance in which any solicitation has been made by the Editor has involved (1) requests for manuscripts of speeches made at such junior college occasions as the annual meeting of the American Association of Junior Colleges or regional meetings of junior college groups, (2) guest editorials, and (3) reports from research and service committees or members of such committees.

Guest editorial writers during the publication year 1951-1952 included: Earl J. McGrath, Commissioner of Education, U. S. Office of Education; Arthur Adams, President, American Council on Education; Dorothy M. Bell, President, American Association of Junior Colleges; and the late Charles S. Morris, Vice President, American Association of Junior Colleges.

There was only one report from a Research and Service Committee

printed in the *Journal* during the 1951-1952 publication year. This probably reflects the shift to Research Bulletins as an outlet for such reports, or a situation which finds committees with work in progress and thus not completed.

The quality of the articles in the *Journal* obviously depends on the extent to which potential writers are encouraged to prepare and submit manuscripts. The volume of such contributions has been very good during the last year due to the work of Editorial Board members and their State Deputies.

Circulation

Latest circulation data received indicate subscriptions to *Junior College Journal* are considerably below the preceding year. A continuation of the form of tabulation used in the preceding *Journal* report reveals the following conditions:

Volume	Year	Individual	Group	Total
XXI	1950	2,110	1,010 (100)	3,120
XXII	1951	2,029	928 (84)	2,957

This significant drop of five per cent is a serious one and the cause for concern. The situation will be discussed further in the section of this report dealing with the Editorial Board.

A second aspect of circulation deserving attention in this respect is that of the date of issue of each number of the *Journal*. Unsatisfactory conditions were occasioned by factors which were unavoidable during the year but which have been brought into control for the

year 1952-1953. More satisfactory conditions for the issuing date each month should prevail for Volume XXIII.

Size of the Journal

Previous to the *Journal* publication year 1950-1951, seven of the nine numbers per volume contained sixty-four pages, while the other two numbers contained eighty pages. The longer *Journals* were printed to include the publication of the *Directory* in the January issue and the report of the

annual meeting in the May issue. The discontinuance of the publication of the *Directory* as a feature of the *Journal* eliminated the need for one eighty-page *Journal*, and certain economies which needed to be made in 1951 caused the May issue to be reduced to sixty-four pages and two other issues to be reduced to forty-eight pages.

During the publication year 1951-1952 all nine numbers of the *Journal* contained sixty-four pages. This size seems to be adequate for the coverage which is undertaken in the publication.

Editorial Board

The publication year 1951-1952 was the occasion for two significant innovations in the organization of the Editorial Board. The Editor of the *Journal* became chairman of the Editorial Board, and in all the Accrediting Association Regions but one, state deputies were appointed to assist the Editorial Board members. A list of these deputies appeared in the May, 1952, issue of the *Journal*.

In addition to their regular responsibilities concerning stimulation of manuscript writing and policy determination, the Board

will give special attention to two topics next year: (1) concentrated effort to build up subscriptions, and (2) an evaluation of the quality of the *Journal*.

The concentrated effort to build up subscriptions for next year should receive the cooperation of the membership of the Association. It is the judgment of the Board that very tangible results in increases in the subscription list can be obtained if this cooperation of members is forthcoming.

The evaluation of the quality of the *Journal* is being made at the request of the Editor. The basis for the request is the assumption that such periodic evaluations are the best means for keeping the *Journal* consistent with the needs of its readers. Needless to say, the evaluation is a project for which the Board will assume full control and supervision.

As one period of three-year service to the Association ends and as the prospect for another similar time opens, the Editor desires to record his pleasure in serving the American Association of Junior Colleges and looks forward to another such period.

From the Executive Secretary's Desk

JESSE P. BOGUE

THERE is one point in our annual report to the national convention which needs special emphasis. We made reference to the fact that the new GI Bill of Rights makes it far more difficult for some trade schools to operate than was the case under the former bill. Following the enactment of the first GI Bill 5,635 trade schools were established. There were 1,700,000 veterans who selected trade schools of one sort or another for their training. It is estimated that about twenty per cent completed their courses.

As of June 1, 1952, there were 990,495 veterans of World War II in schools and colleges and on-the-job training. There were 267,420 in colleges and universities, but there were 475,357 in schools below college grade. During the first eight years of the GI Bill, over one-half of the 15,200,000 veterans took advantage of their rights for education and training. These facts should now be pondered by junior colleges with respect to the kinds of education they are ready to provide for the veterans under the new enactment of Congress.

There is no cut-off date to the new law. This means that it is probably the intent of Congress that it shall be a permanent policy. It is estimated that there are now 800,000 eligible veterans who have been discharged since June 27, 1950, and the vast majority of the

3,500,000 men under arms are potentially eligible for educational benefits. The majority of those who continue their education will not go to colleges and universities if we may judge by past history.

The junior colleges have an unusual opportunity and a civic duty to provide the best possible curriculums for these veterans. Some of them will want on-the-job agricultural education. Others will desire to have short intensive courses; still others will take the two-year well-planned technical programs. It is in the fields of business, industry, agriculture, and the healing arts that junior colleges may promote the best interests of large numbers of veterans. It will require a selling job on the part of the junior colleges. They will have to be as alert and aggressive in public relations with the veterans as are many profit-making trade schools and withal will have to be thoroughly honest in all publicity, in the quality of education offered, in the integrity of the personnel programs, and in placing the veterans in profitable and satisfying positions.

The Department of Labor is much interested in the possibilities of this kind of honestly planned and executed junior college and technical institute education. The Veterans Administration will soon distribute a publication which the Department of Labor has writ-

ten on this subject. The American Association of Junior Colleges acted in a consulting capacity. The Association has gathered information from junior colleges respecting their full curriculums on the following occupations: draftsmen, engineering aides, laboratory technicians and physical science aides, and electronics technicians. The names of all junior colleges and technical institutes will be listed with indications of the curriculums in these fields which each offers. The list is referred to in the publication and will be sent free to all veterans who request it. In this manner, the Washington office is attempting to promote the kinds of curriculums which are greatly needed and to assist in making contacts between the veterans and the colleges. A further study has been proposed, namely, to investigate what the more specific needs are in industry for the semi-professional personnel and to make job analyses in a number of industrial plants. Then, curriculums can be devised on a more realistic basis.

The further fact that payments will be made directly to the veteran and he in turn will pay for his subsistence and all school expenses will insure that he will attend the college where he can get the most for his money. Many public junior colleges with low tuition or none at all will in all probability be in a most favorable position to render service to the veterans and

to the nation as a whole. They should welcome this opportunity.

Perhaps some junior colleges may feel that they have been discriminated against under the new GI Bill of Rights. After all, however, they exist by the will and support of the citizens for the common welfare. If they can give veterans a good education at less money than other institutions, that in itself is a public service. All the bread cast upon the waters in this manner will return to them in good will, public support, and increased earning capacity of the citizens of the respective communities. Veterans within a few years will repay to the colleges by way of taxes all and more than their education cost.

We would love to have a free-tuition junior college! We would allow no grass to grow under our feet in promoting the attendance of veterans nor any moss on our backs in devising the best possible programs for them. Especially would we drive ahead with all speed and integrity to find out what the semi-professional needs of the community are and attempt to match them with well-trained graduates. The junior colleges have now one of the best chances they have ever had to do the best kind of work in education which few other institutions are doing. And one thing seems certain: either the junior colleges will do the job or some other kind of school will do it!

The Junior College World

JESSE P. BOGUE

Martorana Goes to Alaska. Through an arrangement made by President Terris Moore of the University of Alaska, Dr. S. V. Martorana, Associate Professor of Education and consultant in junior college education at The State College of Washington, is making a survey of five communities in Alaska this September. The purpose of the survey is to determine the feasibility of establishing junior or community colleges and their organizational relationships with the University of Alaska.

Dr. Martorana is spending time at each of the following five cities: Anchorage, Juneau, Ketchikan, Palmer, and Fairbanks. At each locality, officials of the local school system, the University, and Martorana are considering data pertinent to the development of junior colleges. Last summer Dr. Martorana made a survey which was published in pamphlet form regarding the establishment of a junior college program at Lethridge, Alberta, Canada.

Vermont Junior College. Vermont Junior College, located in the cool Green Mountains at Montpelier, has completed the second summer school of music with outstanding success. The school is admirably situated with respect to climate and well-equipped for instruction in voice, piano, theory, and organ. The summer session,

which extended from July 7 to August 15, was under the direction of Professor Frank Chatterton, a graduate of the Yale School of Music. One of the features of the session was emphasis on choral music for churches which included music suitable for all denominations. Dr. Ralph Noble, former Commissioner of Education for Vermont, is president of the junior college. Noble is a member of the Teacher Preparation Committee of the American Association of Junior Colleges.

Benton Harbor Junior College. This college published a small four-page illustrated folder this past summer to explain and graphically present information on just what the junior college is and how it operates in the community. It was circulated to schools, factories, and business establishments. Karl W. Schlabach, the Registrar of Benton Harbor, states that the pamphlet was effective in explaining the position of the college to the establishments and schools of the community. Other junior college people who may wish to have copies of this pamphlet should contact Mr. Schlabach. Diagrams are cleverly used to show the interrelationships of the junior college and the community institutions.

Emory-at-Oxford. The office of the registrar of this college keeps records on the activities of all

students. These include membership and participation in voluntary organizations and societies, membership in societies where election is necessary, organized team sport participation, and a record of other recognitions. Each student is rated by five faculty members and nine students on ten traits: loyalty to organizations and the college, conformity to regulations, completeness with which jobs are done, ability to get along with other people, acceptance of responsibility, whether or not he works primarily for himself or for the common good of the organization and the school, etc. These ratings prove to be valuable especially when recommendations are to be made for employment. Emory-at-Oxford, one of the two junior colleges sponsored by Emory University, is located at Oxford, Georgia.

Los Angeles Harbor Junior College. The first textbook written by a Harbor instructor and published by a major book company came from the press this year. The title is *Understanding the Mind of the Child* by Edna Neher Charles, Instructor of Nursery School Education and Supervisor of Student Trainees. The book is intended for junior college classes and lower division instruction for nursery school education classes. It is stated that the book is also useful for adult education classes in family living. Dr. Raymond J. Casey, Director, Harbor Junior College, expects that this publication is the forerunner of several others which

will be produced by the staff and faculty of the college.

Northwestern Michigan College. The second step was taken in the development of Northwestern Michigan College, Traverse City, Michigan, this summer when the first shovelful of earth was turned by President Harlan Hatcher of the University of Michigan. The college during the first year has been housed in temporary buildings at the local airport. The new campus is located more conveniently to the city and counties which support it. Extensive ceremonies were conducted for the groundbreaking, and President Hatcher paid tribute to the citizens of the community in attempting to bring higher education closer to the people. He pledged the help of the University of Michigan to the new institution and encouraged the people to make available higher education to the youth and adults of the community.

Palos Verdes College. This college, located at Rolling Hills, California, held a three-day post-session conference this year that included all faculty members, the staff, and five representative students. Agenda were drawn up six weeks in advance so that all could come to the conference well prepared to discuss issues and problems. The purpose was to evaluate the work of the year just closed and to assist teachers and others to make preparations during the summer for the next session of the college.

Notes on the Authors

ELLVERT H. HIMES has written an account of his *First Impressions of the Boston Convention*. Himes is president of Dixie College in St. George, Utah.

Citizenship Education in the Armed Forces was written by GLYN JONES, post chaplain, United States Marine Corps Recruit Depot, Parris Island, South Carolina.

The *President's Address* was delivered by Dorothy Bell at the first general session of the AAJC Convention. Miss Bell is the outgoing president of the AAJC and is president of Bradford Junior College.

FRANCIS H. HORN'S *Conven-*

tion Analysis is a summary report of the results of the discussion groups at the Boston Convention. Dr. Horn is Executive Secretary of the Association for Higher Education, National Education Association.

The Chances for Peace, the keynote address of the first general session of the Boston Convention, was delivered by ERWIN C. CANHAM, editor of *The Christian Science Monitor*.

BUELL G. GALLAGHER, Assistant Commissioner for Higher Education, U. S. Office of Education, has contributed *Education for Life Adjustment for College Age Youth*.

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